TECHNICAL REPORT #01-3

February 19, 2001

Report prepared by:
Rossana Armson, Director

2000 MINNESOTA STATE SURVEY - PART II:

RESULTS AND TECHNICAL REPORT

Minnesota Center for Survey Research
University of Minnesota
2331 University Avenue SE, Suite 141
Minneapolis, Minnesota 55414-3067
(612) 627-4282

ACKNOWLEDGEMENTS

I gratefully acknowledge the contributions of the 22 interviewers and two coders who spent numerous hours producing the data for this study. In addition, my thanks are extended to the staff of the 2000 Minnesota State Survey, whose responsibilities were:

Data Collection Manager	Pamela Schomaker
Shift Supervisors	Kelly Beadle Rita Eich Robert Ford Hatti Guske Kelly Hawn Mark Kislenger Eric Lotzer Katie Mjolhus Jen Oldenkamp Jackie Wendt
Data Manager	Anne Hoffman

I anticipate that the use of this data will justify the effort that was spent to collect the information.

Rossana Armson, Director
Minnesota Center for Survey Research
University of Minnesota

TABLE OF CONTENTS

APPENDICES

2000 MINNESOTA STATE SURVEY - PART II: TECHNICAL REPORT

CHAPTER 1

METHODS AND PROCEDURES

OVERVIEW

The 2000 Minnesota State Survey (MSS 2000) was the seventeenth annual omnibus survey of adults, age 18 and over, who reside in Minnesota. Data collection was conducted from October 2000 to January 2001 by the Minnesota Center for Survey Research at the University of Minnesota. MSS is an "omnibus" survey, where individual organizations define and pay for those questions which are of special interest to them.

Because more organizations wanted to include questions than could be accomodated in one questionnaire, the 2000 Minnesota State Survey was split into two totally independent surveys. The seven topics in Part I of the Minnesota State Survey were quality of life, environment, political participation, correctional services, transportation, employment, and technology. The six topics in Part II of the Minnesota State Survey were quality of life, outdoor recreation, gun safety, the University of Minnesota, the University's Cancer Center, and Hispanics.

A total of 800 telephone interviews were completed for Part II of MSS 2000. The overall response rate was 51% and the cooperation rate was 58%. Declining response rates are a national concern for survey research organizations, and are due at least in part to increases in the total number of survey projects conducted by all organizations.

The survey sample consisted of households selected randomly from all Minnesota telephone exchanges. Selection procedures guaranteed that every telephone household in the state had an equal chance to be included in the survey, and that once the household was sampled every adult had an equal chance to be included. No more than one time in twenty should chance variations in the sample cause the overall MSS 2000 results to vary by more than 3.5 percentage points from the answers that would be obtained if all Minnesota residents were interviewed.

Since the individuals who participated in MSS 2000 were randomly selected from the population of Minnesota, the survey results can be generalized to the entire state. These generalizations can be made either to households, using the unweighted data file, or to individuals, using the weighted data file as the source of the percentages. The questionnaire and results presented in Chapter 4 of this report are based on the weighted computer data file and all percentages presented there generalize to individuals.

As in all public opinion surveys, the results are also subject to other types of error associated with telephone data collection procedures. One general type of error is sampling error, and includes the systematic exclusion of households without telephones. The other general type of error is non-sampling error, and includes such things as question wording and question order.

OBJECTIVES

The Minnesota State Survey has four basic objectives. The first and most important of these is to obtain useful and technically sound information for researchers and public policy decision-makers about the characteristics, attitudes, and behaviors of Minnesota residents. MSS is an "omnibus" survey, where individual organizations define and pay for those questions which are of special interest to them. Such information is potentially relevant to a multitude of needs, including market analysis, needs assessment, project evaluation, and organizational planning.

The second objective is to develop an ongoing social monitoring capability for the state of Minnesota. Because the survey has been an annual event since 1984, it provides the means to maintain an updated statewide database and to monitor change in this database over the course of time.

The third objective is to provide students at the University of Minnesota with an opportunity to participate in a professional survey operation. This training experience greatly enhances the methodological skills of such students, which also enlarges and enriches the pool of social researchers ultimately available to other projects in the community.

The fourth objective is to develop and refine methods for conducting social surveys. The most advanced methods and techniques are utilized in surveys at the Minnesota Center for Survey Research (MCSR), but attention is given to explorations that improve upon existing research methods.

SURVEY TOPICS AND PARTICIPATING ORGANIZATIONS

Because more organizations wanted to include questions than could be accomodated in one questionnaire, the 2000 Minnesota State Survey was split into two totally independent surveys. The seven topics in Part I of the Minnesota State Survey were quality of life, environment, political participation, correctional services, transportation, employment, and technology (see Technical Report 01-1). The six topics in Part II of the Minnesota State Survey were quality of life, outdoor recreation, gun safety, the University of Minnesota, the University's Cancer Center, and Hispanics.

1) **Quality of Life** asked about the most important problem facing people in Minnesota today. This question was included by MCSR.

   The next series of questions concerned the relative importance of five selected high priority areas that the state focuses its efforts on to ensure a strong economy in Minnesota, identification of an animal that is a symbol of the state of Minnesota, and colors that represent the state. These questions were funded by University Relations at the University of Minnesota.

2) **Outdoor Recreation** questions asked about recreation boating, fishing, and participation in shoreland recreation activities in Minnesota in the last twelve months. When a person said they did participate in one of these activities, they were then asked about their level of satisfaction, whether the experiences had gotten better or worse over the last ten years, to rate the water quality for the Minnesota waters that they used, and whether the water quality had gotten better or worse over the last ten years. These questions were funded by the Minnesota Department of Natural Resources and by Minnesota Planning.

3) Questions about **Gun Safety** asked for opinions about whether guns manufactured in the United States are, or are not, currently regulated by federal SAFETY standards, and whether the respondent would favor or oppose government safety regulations for the design of guns. These questions were funded by Citizens for a Safer Minnesota.

4) Questions about the entire **University of Minnesota** system asked for three words that immediately come to mind when you think of the University of Minnesota today, whether anyone in the household owns clothing with a University of Minnesota name or logo on it, experiences with any part of the University system in the past two years, and the importance of the University of Minnesota to the state when it comes to providing undergraduate education, providing graduate and professional education, conducting research, and serving as an economic driver for the state.

   Additional questions asked whether the respondent had a favorable impression of the University when judging its performance overall, rated overall satisfaction with the University, asked for an estimate of the cost of tuition for one year for a Minnesota resident in their first year as a full-time student at the University of Minnesota, whether the University should try to get additional funding from state government or raise tuition when it needs more money for educational programs, asked for an estimate of the percentage of the University's budget that comes from state government, importance of the University of Minnesota to the economic health of the state, and whether the respondent would recommend a University of Minnesota campus to a high ability Minnesota high school student.

The final set of questions asked whether the University of Minnesota's Twin Cities campus was welcoming or not welcoming, easy to visit or difficult to visit, attractive or unattractive, and whether it was visited by anyone in the respondent's immediate family in the past two years. These questions were funded by University Relations at the University of Minnesota.

5) The questions about health-related issues asked where people would go for information about cancer, awareness of the University of Minnesota cancer program, a comparison of the University's cancer program to other cancer programs in the country, whether they had ever heard or read anything specifically about the **University of Minnesota Cancer Center**, and where they get their information about the Cancer Center. These questions were funded by the University of Minnesota Cancer Center.

6) Questions about **Hispanics** asked: whether the respondent knew any Hispanic people in Minnesota; how often they interact with a Hispanic person in Minnesota; whether they feel positive, indifferent, or negative about the presence of Hispanic people in their community; their opinion about whether Hispanic people in Minnesota are more of a positive contribution to the state or more of a burden to the state; how important the contributions of Hispanics are to the economy of Minnesota and its communities; and whether they would like or dislike having a Hispanic as a member of their community, as a co-worker or employee, as a friend, as a next-door neighbor, or as a member of their family. These questions were funded by a faculty member in the Center for Rural Sociology and Community Analysis at the University of Minnesota.

SAMPLING DESIGN

The survey sample consisted of households selected randomly from all Minnesota telephone exchanges. The random digit telephone sample was acquired from Survey Sampling, Inc. of Fairfield, Connecticut. Known business telephone numbers were excluded from this sample. In addition, the selected random digit telephone numbers were screened for disconnects, by using a computerized dialing protocol which does not make the telephone ring, but which can detect a unique dial tone that is emitted by some disconnected numbers. Evidence of the integrity of the sampling frame and the survey procedures is given in a later section of this chapter (Evaluation of the Sample).

Selection of respondents occurred in two stages: first a household was randomly selected, and then a person was randomly selected for interviewing from within the household. The selection of a person within the household was done using the Most Recent Birthday Selection Method, a sample of which appears in the introduction (See Appendix E: Administrative Forms). These selection procedures guaranteed that every telephone household in the state had an equal chance to be included in the survey, and that once the household was sampled every adult had an equal chance to be included.

INTERVIEWING

The 2000 Minnesota State Survey was the seventeenth annual omnibus survey of adults, age 18 and over, who reside in Minnesota. Data collection was conducted from October 18, 2000 to January 25, 2001 by the Minnesota Center for Survey Research at the University of Minnesota. Computer Assisted Telephone Interviewing (CATI) was the data collection technology used for this project.

Interviewer Selection

Interviewers were students at the University of Minnesota. They were selected for their communication skills, were trained for this project, and were supervised closely in their work.

Training of Interviewers

Training of interviewers at MCSR was conducted in three phases. In the first phase, new interviewers were required to attend an initial training session during which they were given basic instructions in survey interviewing. In the second phase, interviewers attended a training session that covered survey procedures and policies for this project and review of the actual survey questionnaire. For the final phase of training, before beginning the telephone survey, each interviewer had a practice session with a supervisor or other MCSR staff member, followed by a fully-monitored pilot interview with a randomly selected respondent.

In addition, as an employment requirement, all interviewers were required to read and sign a statement of professional ethics that contains explicit guidelines about appropriate interviewing behavior and confidentiality of respondent information. A copy of this statement is included in Appendix E.

Twenty two interviewers collected data for this survey. All of them had worked on at least one other telephone survey at MCSR before their involvement in this project.

Computer Assisted Telephone Interviews

This project used the Ci3 System for Computer Interviewing, from Sawtooth Software. With minimal editing, data were available immediately after completion of data collection.

To conduct interviews using CATI, each interviewer uses a microcomputer, which displays questions on the computer screen in the proper order. The interviewer wears a headset and has both hands free for entering responses into the computer via the keyboard. Responses are entered as numbers, such as "1" for yes and "2" for no.

Ci3 also allows the computer to present specified questions in random order. This is particularly useful when asking respondents about a series of items with the same response categories. Randomization in CATI is governed by respondent number. The following survey questions were randomized in MSS 2000:

University of Minnesota (QD4a to QD4d).

Supervision

Interviewers were supervised throughout the data collection process. Supervisory responsibilities included distributing new phone numbers and scheduled appointments, reviewing completed questionnaires for errors and omissions, maintaining a Master Log of completed interviews, and monitoring interviews.

Monitoring

The silent entry monitoring system utilized at MCSR enabled supervisors to listen to interviews and provide immediate feedback to interviewers regarding improvements in interviewing quality. This system allowed the monitor to hear both the interviewer and the respondent during the survey. Interviewers whose performance was not satisfactory were re-evaluated on subsequent shifts. During this project, all of the interviewers and 28 percent of the interviews were monitored.

Operations

Interviews were conducted by telephone from the phone bank located at MCSR. The interviewing was organized into evening and daytime shifts during weekdays and weekends.

Telephone numbers to be called were recorded on contact record forms, and were distributed to interviewers at the beginning of each shift. The disposition of each attempt to complete an interview was recorded on these contact records. Each telephone number in the sample continued to be called until it had been attempted at least six times without success or until data collection ended on January 25.

The back of each contact record contained two forms: (1) a refusal form for recording relevant information about those respondents refusing to participate in the interview, and (2) a callback form for scheduling future interview appointments. The refusal form included entries for the respondents' reasons for declining to participate in the study, the arguments used by the interviewer to encourage participation, and the point at which termination of the interview occurred. The appointment form required the interviewer to specify the date and time of the scheduled appointment, the name of the targeted respondent (if selected), and whether the appointment was firm, probable, or uncertain.

For each call made, interviewers recorded the date, time, and disposition of the call as well as their interviewer ID number. Copies of the contact records and explanations for all possible disposition codes are included in Appendix E.

Open-ended responses were typed, verbatim, directly into the computer. In addition, interviewers were instructed to use a special "comment sheet" to record any incidents of repeating questions or categories, miscellaneous ad libs by respondents, and any problems they encountered during the interview. This information was also attached to the contact record.

Completed interviews were recorded directly onto computer diskettes and removed from the computers at the end of each day by the supervisors. The contact record for each completed survey was then assigned a unique identification number in the Master Log. The CATI identification number, telephone number, and other pertinent information also were recorded in the Master Log. All contact records were returned to the supervisor at the end of the shift.

Answering Machine Messages

The sample for this study included many households with answering machines. Interviewers were instructed to leave a message stating they were calling from the University of Minnesota, and they would be calling back; or the respondent could call MCSR to participate in the study. A copy of the answering machine message is included in Appendix E.

Verification

To verify that respondents were in fact interviewed, every twentieth respondent was selected from the master log and called back by a shift supervisor. Five percent of the respondents were contacted for verification and all confirmed that they had been interviewed.

Refusal Conversion

Nearly all of the initial refusals were recontacted by an interviewer. Fifteen percent of the completed interviews had initially been refusals, and were completed when they were subsequently recontacted.

MANAGEMENT OF THE DATA

Coding Open-Ended Questions

As many questions as possible were pre-coded. All open-ended coding was done by two coders, who used an existing hierarchical code structure to categorize responses to the initial survey question about problems facing people in Minnesota today, and also assigned codes to the questions about the animal that you feel is a symbol of the state of Minnesota, the colors that you feel represent the state, and the three words that immediately come to mind when you think of the University of Minnesota today.

Data Cleaning

After the data were transferred from the Ci3 file to an SPSS file, a systematic examination was conducted to remove data entry errors. Data cleaning involved using a computer program to evaluate each case for variables with out-of-range values. In addition, the file was examined manually to identify cases with paradoxical or inappropriate responses.

EVALUATION OF THE SAMPLE

Completion Status

A total of 800 telephone interviews were completed for Part II of MSS 2000 (see Table 1). An additional 447 individuals refused to participate, and 140 telephone numbers were still active when interviewing was terminated. The remainder of the sample was categorized as follows: 126 potential respondents were unreachable during six or more attempted contacts and 65 individuals were not able to complete the survey because of physical or language problems. In addition, 1,208 telephone numbers were eliminated: 434 because they were not home telephone numbers, 501 because they were not working numbers, and 273 because they were disconnected numbers identified by the Survey Sampling screening service. The overall response rate for the survey was 51% and the cooperation rate was 58%, based on formulas specified by the American Association for Public Opinion Research. Declining response rates are a national concern for survey research organizations, and are due at least in part to increases in the total number of survey projects conducted by all organizations.

TABLE 1

FINAL OVERALL SAMPLE STATUS FOR MSS 2000

Status	Number	Percent
Completed survey	800	29%
Refusal	447	16%
Active	140	5%
6 or more attempted contacts	126	5%
Physical/Language problem	65	2%
Eliminated:		
Not a home phone	434	16%
Not a working number	501	18%
SSI disconnected number	273	10%
TOTAL	2,786	101%

$$\text{RESPONSE RATE 1} = \frac{\text{Completions}}{\text{(Total - Eliminated)}} = 51\%$$

$$\text{COOPERATION RATE 3} = \frac{\text{Completions}}{\text{Potential Interviews*}} = 58\%$$

* Potential interviews are defined as all instances where contact was made with the selected person and are represented by the sum of the first three categories in Table 1.

Representativeness

The accuracy of MSS 2000 can be evaluated by comparing selected characteristics of the survey respondents with 1990 data from the U.S. Census.

The geographic representation of the sample is compared to actual household distribution in the state of Minnesota (Tables 2 and 3). In addition to these geographic comparisons, gender and age comparisons based on the weighted data file are presented (Tables 4 and 5). The Census comparison for gender has been corrected for age, so that those percentages are based on the population 18 and over.

The percentage of households in each of the state development districts and regions was very close to the household distribution reported by the Census (Table 2 and Table 3, respectively).

TABLE 2

DISTRICT OF RESIDENCE COMPARISON OF MSS 2000 AND CENSUS DATA
(Household Units, Unweighted Data)

	MSS 2000	1990 CENSUS
DISTRICT 1	3%	2%
DISTRICT 2	1%	1%
DISTRICT 3	7%	7%
DISTRICT 4	4%	4%
DISTRICT 5	2%	3%
DISTRICT 6E	2%	2%
DISTRICT 6W	1%	1%
DISTRICT 7E	2%	2%
DISTRICT 7W	6%	5%
DISTRICT 8	3%	3%
DISTRICT 9	5%	5%
DISTRICT 10	9%	9%
DISTRICT 11	55%	53%
TOTAL	100% (800)	97% (1,647,974)

Figure 1, on the following page, shows the Minnesota counties represented by each district.

FIGURE 1

MINNESOTA DEVELOPMENT REGIONS

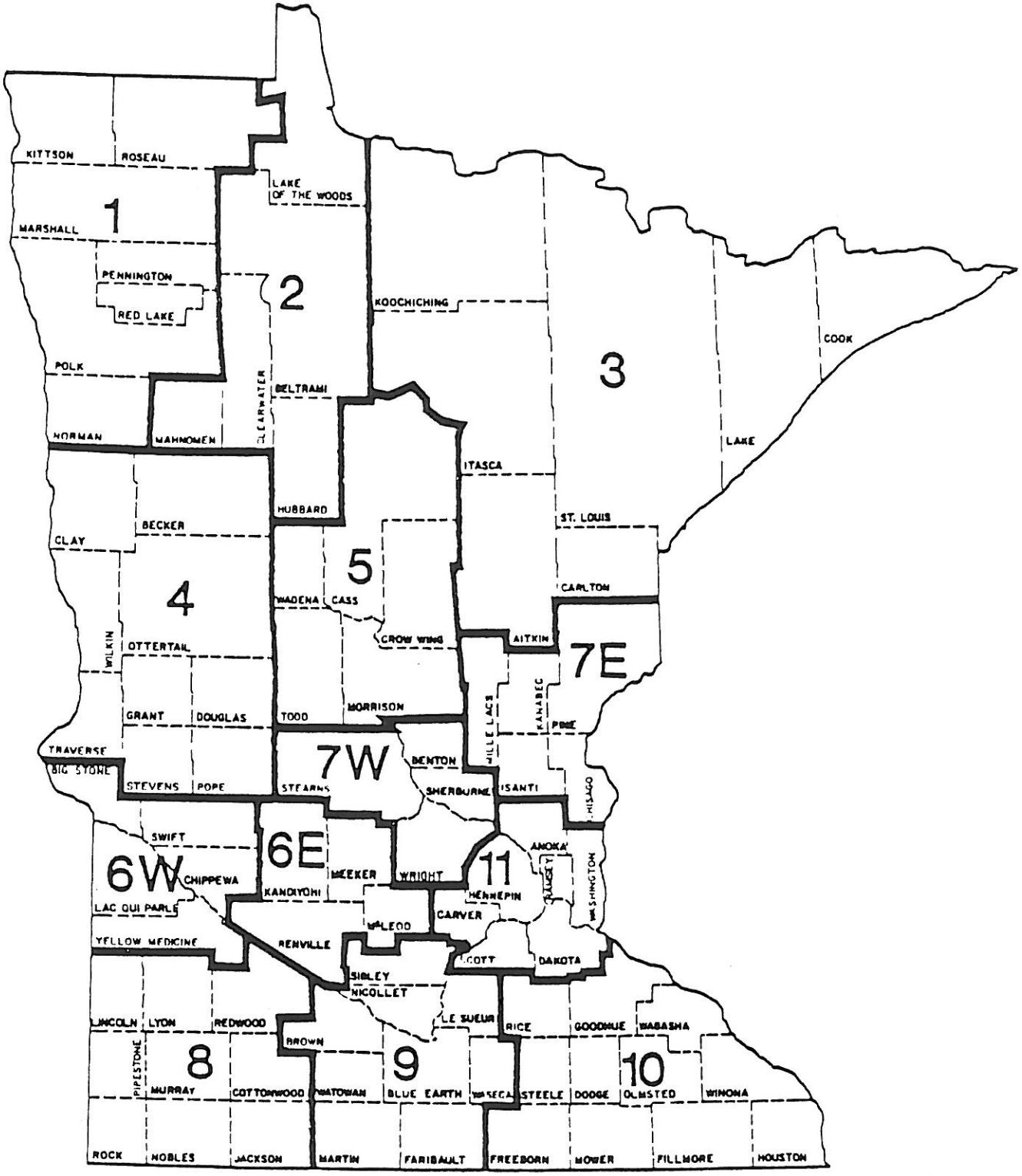

TABLE 3

REGION OF RESIDENCE COMPARISON OF MSS 2000 AND CENSUS DATA

(Household Units, Unweighted Data)

	MSS 2000	1990 CENSUS
Northwest	4%	4%
Northeast	7%	7%
Central	17%	19%
Southwest	8%	8%
Southeast	9%	9%
Metro	55%	53%
TOTAL	100% (800)	100% (1,647,974)

Figure 2, below, shows the Minnesota counties represented by each region.

FIGURE 2

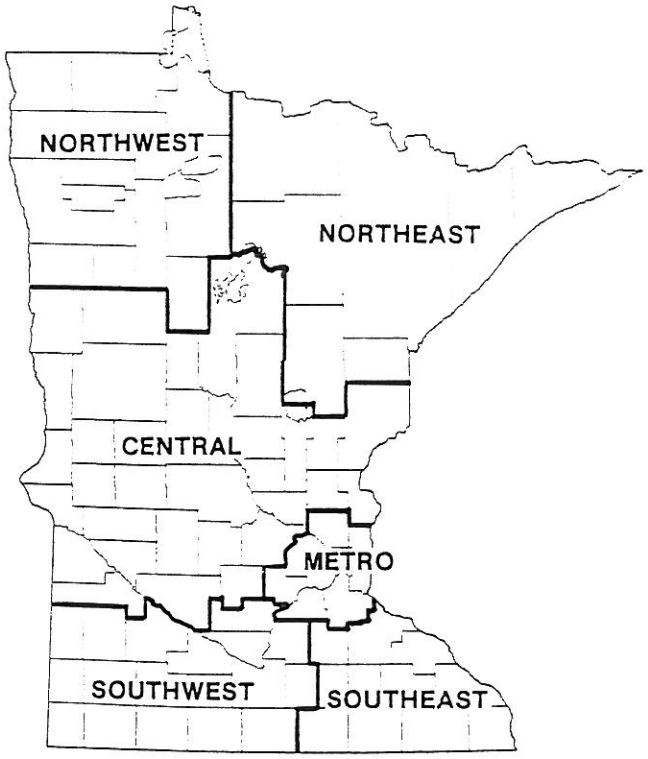

TABLE 4

GENDER COMPARISON OF MSS 2000 AND CENSUS DATA
(Weighted data)

	MSS 2000	1990 CENSUS
Male	46%	48%
Female	54%	52%
TOTAL	100% (800)	100% (3,208,316)

The distribution of respondents by gender, based on the weighted data file, was also very close to the individual distributions reported by the Census (Table 4). However, the proportion of MSS 2000 respondents in various age categories does differ from the Census percentages (Table 5). The survey respondents include fewer individuals than would be expected in the 25 to 34 year old group and include more individuals than would be expected in the 45 to 54 year old group.

Using these tables to evaluate the degree to which the MSS 2000 sample matches the profile of individuals currently living in Minnesota shows that it is generally an adequate representation of Minnesota residents.

TABLE 5

AGE COMPARISON OF MSS 2000 AND CENSUS DATA
(Weighted data)

	MSS 2000	1990 CENSUS
18 - 24	12%	14%
25 - 34	18%	24%
35 - 44	23%	21%
45 - 54	20%	13%
55 - 64	13%	11%
65 +	14%	17%
TOTAL	100% (782)	100% (3,208,316)

Generalizability of Results

Since the individuals who participated in MSS 2000 were randomly selected from the population of Minnesota, the survey results can be generalized to the entire state. These generalizations can be made either to households, using the unweighted data file, or to individuals, using the weighted data file as the source of the percentages.

The questionnaire and results presented in Chapter 4 of this report are based on the weighted computer data file and all percentages presented there generalize to individuals. Each percentage point in MSS 2000 represents approximately 32,083 individuals, since there are an estimated 3,208,316 adults in Minnesota.

SAMPLING ERROR

The margin of error for a simple random sample of the size of the Minnesota State Survey is plus or minus 3.5 percentage points, when the distribution of question responses is in the vicinity of 50 percent. This sampling error presumes the conventional 95% degree of desired confidence, which is equivalent to a "significance level" of .05. This means that no more than one time in twenty should chance variations in the sample cause the overall MSS 2000 results to vary by more than 3.5 percentage points from the answers that would be obtained if all Minnesota residents were interviewed.

The distribution of sample responses is represented by the proportion of people responding to any question with a particular answer. For a sample size of 800 and a 50/50 distribution of question responses, the sampling error is 3.5 percentage points. A more extreme distribution of question responses has a smaller error range. Suppose that 80% of the respondents answer "Yes" and 20% say "No." The sampling error in this case would be 2.8 percentage points (see Table 6 on the following page). That is, each percentage would have a range of plus or minus 2.8 percentage points.

The importance of sample size in estimating sampling error also needs to be mentioned since many of the organizations using the MSS 2000 data will be interested in subgroups, and not always the total sample of 800 completed interviews. Essentially, the margin of sampling error is larger for responses of subgroups. For example, for a subgroup of 200 persons the sampling error may be as high as plus or minus 6.9 percentage points.

As in all public opinion surveys, the results are also subject to other types of error associated with telephone data collection procedures. One general type of error is sampling error, and includes the systematic exclusion of households without telephones. The other general type of error is non-sampling error, and includes such things as question wording and question order.

TABLE 6

SAMPLING ERROR (IN PERCENTAGE POINTS) BY DISTRIBUTION OF QUESTION RESPONSES AND SAMPLE SIZE

Distribution of Question Responses (percent)	Size of Sample (N) 800	600	400	200	100
50/50	3.5	4.0	4.9	6.9	9.8
60/40	3.4	3.9	4.8	6.8	9.6
70/30	3.2	3.7	4.5	6.4	9.0
80/20	2.8	3.2	3.9	5.5	7.8
90/10	2.1	2.4	2.9	4.2	5.9

B31/MFS00B.REP

CHAPTER 2

DEMOGRAPHIC PROFILE OF THE SAMPLE

The purpose of this chapter is to briefly describe the MSS 2000 sample according to its demographic characteristics. In addition to variables which are reported here as raw survey results, certain variables have been constructed for the convenience of the user, such as household income and household work status. (It should be noted that while the category labels for household income are not mutually exclusive, actual practice is to record incomes in the higher category. For example, a respondent who reported a household income of exactly $10,000 would be recorded in the category "$10,000 to $15,000".) The definitions for the construction of these variables can be found in Appendix C. The first eight variables describe characteristics of the respondent, while the remaining variables are characteristics of the household.

AGEMD AGE OF RESPONDENT, GROUPED

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 18 - 24	94	11.7	12.0	12.0
2 25 - 34	137	17.1	17.5	29.5
3 35 - 44	177	22.1	22.6	52.2
4 45 - 54	161	20.1	20.5	72.7
5 55 - 64	102	12.7	13.0	85.7
6 65 and older	112	14.0	14.3	100.0
Total valid	782	97.7	100.0	
Missing 99 DK/RA	18	2.3		
Total	800	100.0		

RACE RACE OF RESPONDENT

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 White	724	90.5	92.0	92.0
2 Black	14	1.8	1.8	93.9
3 Other	48	6.0	6.1	100.0
Total valid	787	98.3	100.0	
Missing 9 DK/RA	13	1.7		
Total	800	100.0		

GENDER RESPONDENT'S GENDER

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Male	366	45.8	45.8	45.8
2 Female	434	54.2	54.2	100.0
Total	800	100.0	100.0	

EDUC RESPONDENT'S LEVEL OF EDUCATION

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Less than HS	9	1.2	1.2	1.2
2 Some HS	47	5.8	5.9	7.0
3 HS graduate	193	24.2	24.2	31.3
4 Some tech school	20	2.5	2.5	33.8
5 Tech school grad	64	7.9	8.0	41.7
6 Some college	153	19.1	19.2	60.9
7 College graduate	211	26.4	26.5	87.4
8 Postgrad/prof degree	101	12.6	12.6	100.0
Total valid	797	99.7	100.0	
Missing 99 DK/RA	3	.3		
Total	800	100.0		

MARSTAT MARITAL STATUS OF RESPONDENT

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Married	523	65.4	65.8	65.8
2 Single	162	20.3	20.4	86.1
3 Divorced	55	6.9	7.0	93.1
4 Separated	7	.9	.9	94.0
5 Widowed	48	6.0	6.0	100.0
Total valid	795	99.4	100.0	
Missing 9 DK/RA	5	.6		
Total	800	100.0		

WKSTATUS WORK STATUS OF RESPONDENT

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Worked full time	462	57.7	58.4	58.4
2 Worked part time	126	15.7	15.9	74.4
3 Unemployed	14	1.7	1.8	76.1
4 Student	16	2.1	2.1	78.2
5 Retired	130	16.2	16.4	94.6
6 Homemaker	43	5.3	5.4	100.0
Total valid	790	98.7	100.0	
Missing 9 DK/RA	10	1.3		
Total	800	100.0		

PARTYID POLITICAL IDENTIFICATION

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Strong Dem	115	14.4	15.5	15.5
2 Weak Dem	112	14.0	15.1	30.5
3 Indep Dem	108	13.5	14.6	45.1
4 Indep Ind	101	12.6	13.6	58.7
5 Indep Rep	91	11.3	12.2	71.0
6 Weak Rep	106	13.3	14.3	85.3
7 Strong Rep	109	13.7	14.7	100.0
Total	742	92.8	100.0	
Missing 9 Apolitical	58	7.2		
Total	800	100.0		

PARTY POLITICAL PARTY, GROUPED

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Democratic	335	41.9	45.1	45.1
2 Independent	101	12.6	13.6	58.7
3 Republican	306	38.3	41.3	100.0
Total valid	742	92.8	100.0	
Missing 9 Apolitical	58	7.2		
Total	800	100.0		

HHCOMP HOUSEHOLD COMPOSITION

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Married, kids	266	33.2	33.7	33.7
2 Married, no kids	255	31.9	32.4	66.1
3 Single parent	78	9.8	10.0	76.1
4 Single, no kids	188	23.5	23.9	100.0
Total valid	787	98.4	100.0	
Missing 9 DK/RA	13	1.6		
Total	800	100.0		

HHSIZE HOUSEHOLD SIZE

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 One person	85	10.6	10.7	10.7
2 Two people	262	32.8	33.0	43.7
3 3 or 4 people	305	38.1	38.4	82.1
4 5 or more people	143	17.8	17.9	100.0
Total valid	795	99.4	100.0	
Missing 9 DK/RA	5	.6		
Total	800	100.0		

NADULTS NUMBER OF ADULTS IN HOUSEHOLD

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1	105	13.1	13.1	13.1
2	494	61.8	61.8	74.9
3	126	15.8	15.8	90.6
4	41	5.1	5.1	95.8
5	23	2.9	2.9	98.7
6	6	.8	.8	99.4
9	5	.6	.6	100.0
Total	800	100.0	100.0	

NKIDS NUMBER OF CHILDREN IN HOUSEHOLD

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0	445	55.6	56.3	56.3
1	121	15.1	15.3	71.6
2	139	17.4	17.7	89.2
3	62	7.7	7.8	97.0
4	19	2.4	2.5	99.5
5	3	.4	.4	99.9
6	1	.1	.1	100.0
Total valid	790	98.8	100.0	
Missing 99 DK/RA	10	1.2		
Total	800	100.0		

INCOME HOUSEHOLD INCOME

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Under $5,000	6	.8	.9	.9
2 $5 to 10,000	18	2.3	2.8	3.7
3 $10 to 15,000	24	2.9	3.6	7.3
4 $15 to 20,000	24	3.0	3.7	11.0
5 $20 to 25,000	34	4.3	5.2	16.2
6 $25 to 30,000	29	3.7	4.4	20.6
7 $30 to 35,000	21	2.6	3.2	23.8
8 $35 to 40,000	52	6.5	7.9	31.6
9 $40 to 50,000	85	10.6	12.8	44.5
10 $50 to 60,000	79	9.9	12.0	56.5
11 $60 to 70,000	84	10.5	12.8	69.2
12 $70 to 80,000	55	6.9	8.3	77.5
13 $80,000 or more	148	18.5	22.5	100.0
Total valid	659	82.4	100.0	
Missing 99 DK/RA	141	17.6		
Total	800	100.0		

HHWKSTAT HEAD OF HOUSEHOLD EMPLOYMENT STATUS

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Worked full time	571	71.3	76.3	76.3
2 Worked part time	44	5.4	5.8	82.2
3 Unemployed	10	1.3	1.4	83.5
4 Student	2	.3	.3	83.8
5 Retired	116	14.6	15.6	99.4
6 Homemaker	5	.6	.6	100.0
Total valid	748	93.5	100.0	
Missing 9 DK/RA	52	6.5		
Total	800	100.0		

CITY CITY WHERE RESPONDENT LIVES

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Minneapolis	51	6.3	6.4	6.4
2 St Paul	50	6.2	6.3	12.8
3 Other	688	86.0	87.2	100.0
Total valid	788	98.5	100.0	
Missing 9 DK/RA	12	1.5		
Total	800	100.0		

DDREGION DEVELOPMENT DISTRICT REGION

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 District 1	19	2.4	2.4	2.4
2 District 2	9	1.2	1.2	3.5
3 District 3	58	7.2	7.2	10.8
4 District 4	31	3.8	3.8	14.6
5 District 5	14	1.7	1.7	16.3
6 District 6E	15	1.9	1.9	18.2
7 District 6W	8	1.0	1.0	19.2
8 District 7E	18	2.3	2.3	21.5
9 District 7W	50	6.2	6.2	27.8
10 District 8	22	2.8	2.8	30.5
11 District 9	35	4.4	4.4	34.9
12 District 10	76	9.5	9.5	44.4
13 District 11	445	55.6	55.6	100.0
Total	800	100.0	100.0	

GEOREGN GEOGRAPHIC REGION OF MINNESOTA

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Northwest	28	3.5	3.5	3.5
2 Northeast	58	7.2	7.2	10.8
3 Central	136	17.0	17.0	27.8
4 Southwest	57	7.2	7.2	34.9
5 Southeast	76	9.5	9.5	44.4
6 Metro	445	55.6	55.6	100.0
Total	800	100.0	100.0	

METRO GREATER MN OR TWIN CITIES AREA

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Greater Minnesota	355	44.4	44.4	44.4
2 Twin Cities area	445	55.6	55.6	100.0
Total	800	100.0	100.0	

WGHT CASE-WEIGHTING FACTOR

Value	Frequency	Percent	Valid Percent	Cumulative Percent
.5128205128205130	105	13.1	13.1	13.1
1.0256410256410260	494	61.8	61.8	74.9
1.5384615384615390	126	15.8	15.8	90.6
2.0512820512820510	41	5.1	5.1	95.8
2.5641025641025650	23	2.9	2.9	98.7
3.0769230769230770	6	.8	.8	99.4
4.6153846153846200	5	.6	.6	100.0
Total	800	100.0	100.0	

CHAPTER 3

INSTRUCTIONS FOR USING THE QUESTIONNAIRE AND RESULTS

OBJECTIVES

The questionnaire and results (Chapter 4 of this report) for a survey data file serve three basic functions: (1) a record of the exact wording and order of the survey questions; (2) a report of the responses to those questions; and (3) documentation of the variable names, which are necessary to access the computer data file. The questionnaire and results section of this report is a copy of the questionnaire with the frequency distributions and percentages added to those questions which were pre-coded or closed-ended. Appendix A contains the responses to open-ended questions, while Appendix B shows the responses to numeric variables, such as year of birth. Appendix C provides the definitions for constructed variables, such as age group, which make many of these responses more useful. The distributions for these constructed variables are presented in Chapter 2 of this report: Demographic Profile of the Sample. Appendix D contains the frequency counts for administrative variables, such as interview length. Finally, Appendix E contains copies of the administrative forms used for this survey.

INTERPRETING THE QUESTIONNAIRE RESULTS

Chapter 4 of this report contains a replica of the 2000 Minnesota State Survey questionnaire. Two pieces of information have been added to this replica: question labels, and the response frequencies and percentages for each question. The questionnaire and response frequencies and percentages will be of major interest to most readers. The question labels, or variable labels, are useful documentation for those who wish to use a computer and the SPSS software package for more detailed analysis.

The questionnaire is an exact replica. This is important in order to know how questions were phrased, in what order they were asked, and when it was proper to skip certain questions. Interviewers were instructed to read these questions verbatim and to avoid giving their interpretations or opinions in any way. Two types of markings which appear on the survey form were not indicated to respondents: instructions to the interviewers which are shown in parentheses, and section and survey labels which are shown in bold type.

Below each question is printed a list of permissible answers and a code number for each answer. The interviewer was instructed to enter into the CATI program the code number of the answer given by the respondent. A new CATI questionnaire was used for each interview and was assigned a unique code number to identify the answers of each respondent. The third question in the demographics section of the survey provides a good example of this coding scheme. If a respondent reported being a homeowner, "1" would be entered into the computer for that question.

The responses to open-ended questions were entered verbatim into the CATI computer program for each survey. These responses were later either: (1) classified into categories by specially trained coders who entered a category number into the CATI coding program for those questions or (2) transcribed verbatim. The responses which were classified into categories are summarized in Appendix A. The responses from open-ended questions that were transcribed verbatim were provided to the funding organization. These listings are available from the MCSR office upon request, once the funding organization has approved their release.

Questions with continuous distributions, where many discrete answers are possible, were shown with open spaces below the question. Interviewers simply typed numbers, such as zip code and year of birth, into the CATI computer program. The responses to those questions are presented in Appendix B.

Missing Value Nomenclature

For all types of questions, two to three types of "missing" response categories exist: DK or don't know, RA or refused to answer, and NA or not applicable. The first two categories are self-explanatory and are always options for respondents. Not applicable is an option when some respondents were not required to answer a particular question. The code associated with each missing value category is indicated for each question in the survey.

Response Frequencies

The responses summed for all 800 respondents are shown in the first two columns below each question. The first of these columns shows the number of people in each response category: these should sum to 800, with some rounding error. The second number is the percentage response, adjusted to exclude the missing response categories.

For most analytical purposes, people will want these adjusted percentages. They were computed and presented here to meet that need. These adjusted percentages are less appropriate when used as a public opinion poll, for showing public support for policies. For example, if 15 percent of the respondents did not answer a question, but 55 percent of those who did answer supported a particular position, it is inappropriate to argue that the issue has majority support. In this example, only 47 percent of all people would actually be supportive. For policy choices, it may be more appropriate to show the percentage distribution of all 800 respondents.

Analysts should beware of using these adjusted percentages. Where the number of people not responding is large, the adjusted percentages will misrepresent public sentiment. Contact MCSR if you have any doubt which percentages to use.

One final comment: the frequencies shown here are "weighted" by the number of adults in the household as explained below. This technique introduces some rounding errors, so that the sum of the frequencies for a given question may not equal exactly 800.

VARIABLES PRESENTED IN APPENDICES

Open-Ended Variables

The results from the open-ended questions (the most important problem facing people in Minnesota today, the animal that you feel is a symbol of the state of Minnesota, the colors that you feel represent the state, and three words that immediately come to mind when you think of the University of Minnesota today) are presented in Appendix A. The results from all other open-ended questions on the survey were transcribed verbatim and provided to the funding organization. These listings are available from the MCSR office upon request, once the funding organization has approved their release.

Continuous Variables

The results from questions which have continuous response distributions, such as zip code and year of birth, are presented in Appendix B.

Constructed Variables

Appendix C contains the operational definitions of the constructed variables for the convenience of the data file user. The distribution of these variables is presented in Chapter 2 of this report: Demographic Profile of the Sample. These constructed variables are contained in the SPSS data file along with all of the original variables.

Administrative Variables

The results from survey administration items, such as date of completion and interviewer ID, are presented in Appendix D.

VERBATIM RESPONSES

MCSR maintains records of verbatim responses. For open-ended questions, this record is in the CATI data file. A separate listing of responses is also created and maintained for most question answers which fall outside a permissible list and are coded as "other". For example, a Socialist would fall outside the normal political list of Republican, Democrat, or Independent and would be coded as "other". These lists are available from the MCSR office upon request for most questions in the survey.

WEIGHTING OF DATA

The responses presented in the questionnaire and results section of this report and in the appendices have been weighted based upon the total number of adults living in the household.

The results for this omnibus survey are routinely weighted by the number of adults living in the household because telephone surveys tend to oversample people who live in single-individual households. Consequently, these individuals were downweighted by about 50% and all others upweighted accordingly to more accurately represent the distribution of adult members within households in the population of the state.

Weighted response distributions will differ slightly from unweighted distributions. The construction and activation of the weighting factor is described in Appendix C, under the variable "WGHT."

A. QUALITY OF LIFE

The first questions are about quality of life.

QA1GRP. In your opinion, what do you think is the SINGLE most important problem facing people in Minnesota today? (WRITE IN VERBATIM RESPONSE)

(IF "TAXES", PROBE: Is that income taxes, property taxes, or sales tax?)

(SEE APPENDIX A, PAGE A-2,
FOR A MORE COMPLETE LIST OF PROBLEMS)

Freq	(%)		
94	(13)	01.	Taxes
61	(8)	02.	Education
16	(2)	03.	Environment
105	(14)	04.	Economy
152	(21)	05.	Health care
26	(4)	06.	Transportation
31	(4)	07.	Housing
1	(0)	08.	Food
16	(2)	09.	Government
0	(-)	10.	War
33	(4)	11.	Crime
17	(2)	12.	Energy
89	(12)	13.	Social issues
33	(5)	14.	Families
48	(7)	15.	Other
72		88.	DK
6		99.	RA

QA2. To ensure a strong economy in Minnesota, the state focuses its efforts in selected high priority areas. Which of the following areas do you think is MOST important to ensure a strong economy for the state . . . transportation, telecommunications, and other types of infrastructure; higher education; a favorable business climate; K-12 education; or a favorable tax climate?

Freq	(%)			
68	(9)	1.	Transportation, telecommunications, and other types of infrastructure	
168	(22)	2.	Higher education	
162	(21)	3.	Favorable business climate	
206	(26)	4.	K-12 education	
175	(22)	5.	Favorable tax climate	
17		8.	DK	(IF DK, GO TO 6)
4		9.	RA	(IF RA, GO TO 6)

QA3. Which is NEXT most important to ensure a strong economy for the state . . . transportation, telecommunications, and other types of infrastructure; higher education; a favorable business climate; K-12 education; or a favorable tax climate? (INT: do NOT read the answer selected in Q2)

116	(15)	1.	Transportation, telecommunications, and other types of infrastructure	
181	(24)	2.	Higher education	
162	(21)	3.	Favorable business climate	
147	(19)	4.	K-12 education	
162	(21)	5.	Favorable tax climate	
11		8.	DK	(IF DK, GO TO 6)
1		9.	RA	(IF RA, GO TO 6)
22		.	NA	

QA4. Which is NEXT most important to ensure a strong economy for the state . . . transportation, telecommunications, and other types of infrastructure; higher education; a favorable business climate; K-12 education; or a favorable tax climate? (INT: do NOT read the answers selected in Q2 and Q3)

141	(19)	1.	Transportation, telecommunications, and other types of infrastructure	
155	(20)	2.	Higher education	
152	(20)	3.	Favorable business climate	
171	(23)	4.	K-12 education	
137	(18)	5.	Favorable tax climate	
10		8.	DK	(IF DK, GO TO 6)
1		9.	RA	(IF RA, GO TO 6)
33		.	NA	

QA5. Which is NEXT most important to ensure a strong economy for the state . . . transportation, telecommunications, and other types of infrastructure; higher education; a favorable business climate; K-12 education; or a favorable tax climate? (INT: do NOT read the answers selected in Q2, Q3, and Q4)

Freq	(%)		
175	(24)	1.	Transportation, telecommunications, and other types of infrastructure
141	(19)	2.	Higher education
151	(20)	3.	Favorable business climate
124	(17)	4.	K-12 education
154	(21)	5.	Favorable tax climate
10		8.	DK
1		9.	RA
44		.	NA

QA6. Is there an animal that you feel is a symbol of the state of Minnesota? (SEE APPENDIX A, PAGE A-5, FOR A COMPLETE ANIMAL LIST)

85	(11)	01.	Yes, gopher or golden gopher
194	(25)	02.	Yes, loon
176	(22)	04.	No
111	(14)	10.	Yes, wolf
83	(11)	11.	Yes, deer
27	(4)	13.	Yes, eagle
104	(13)	77.	Yes, other (SPECIFY) _____
17		88.	DK
2		99.	RA

QA7. Are there colors that you feel represent the state of Minnesota? (SEE APPENDIX A, PAGE A-6, FOR A COMPLETE COLOR LIST)

75	(10)	01.	Yes, maroon and gold (U of M colors)
39	(5)	02.	Yes, purple and gold (Vikings colors)
147	(19)	03.	Yes, blue
211	(27)	05.	No
91	(12)	10.	Yes, green
65	(8)	11.	Yes, blue and green
163	(20)	77.	Yes, other (SPECIFY) _____
9		88.	DK
1		99.	RA

B. OUTDOOR RECREATION

Now I have a few questions about your recreational experiences in Minnesota.

QB1. In the last twelve months, did you do any recreational boating in Minnesota?

Freq	(%)			
415	(52)	1.	Yes	
385	(48)	2.	No	(IF NO, GO TO 2)
0		8.	DK	(IF DK, GO TO 2)
0		9.	RA	(IF RA, GO TO 2)

QB1a. (IF YES) Was this MOTORIZED recreational boating, or NON-motorized recreational boating?

257	(62)	1.	Motorized
43	(10)	2.	Non-motorized
114	(28)	3.	Both
0		8.	DK
0		9.	RA
385		.	NA

QB1b. (IF YES) In the last twelve months, how satisfied were you with your recreational boating experiences in Minnesota . . . would you say you were very satisfied, satisfied, dissatisfied, or very dissatisfied?

237	(57)	1.	Very satisfied
164	(40)	2.	Satisfied
10	(2)	3.	Dissatisfied
3	(1)	4.	Very dissatisfied
1		8.	DK
0		9.	RA
385		.	NA

QB1c. (IF YES) Over the last ten years, have your recreational boating experiences in Minnesota gotten better, stayed about the same, or gotten worse?

Freq	(%)		
69	(17)	1.	Gotten better
241	(60)	2.	Stayed about the same
90	(22)	3.	Gotten worse
14		8.	DK
0		9.	RA
385		.	NA

QB1d. (IF YES) Now I'd like you to think about the Minnesota waters that you use the most for recreational boating. Would you rate their water quality as excellent, good, fair, or poor?

70	(17)	1.	Excellent
196	(48)	2.	Good
116	(28)	3.	Fair
24	(6)	4.	Poor
7		8.	DK
2		9.	RA
385		.	NA

QB1e. (IF YES) For these same waters, do you think water quality has gotten better, stayed about the same, or gotten worse over the last ten years?

51	(13)	1.	Gotten better
161	(40)	2.	Stayed about the same
186	(47)	3.	Gotten worse
15		8.	DK
2		9.	RA
385		.	NA

QB2. In the last twelve months, did you do any fishing in Minnesota?

Freq	(%)			
343	(43)	1.	Yes	
457	(57)	2.	No	(IF NO, GO TO 3)
0		8.	DK	(IF DK, GO TO 3)
0		9.	RA	(IF RA, GO TO 3)

QB2a. (IF YES) In the last twelve months, how satisfied were you with your fishing experiences in Minnesota . . . would you say you were very satisfied, satisfied, dissatisfied, or very dissatisfied?

81	(24)	1.	Very satisfied
207	(61)	2.	Satisfied
48	(14)	3.	Dissatisfied
5	(1)	4.	Very dissatisfied
3		8.	DK
0		9.	RA
457		.	NA

QB2b. (IF YES) Over the last ten years, have your fishing experiences in Minnesota gotten better, stayed about the same, or gotten worse?

36	(11)	1.	Gotten better
193	(59)	2.	Stayed about the same
99	(30)	3.	Gotten worse
14		8.	DK
0		9.	RA
457		.	NA

QB2c. (IF YES) Now I'd like you to think about the Minnesota waters that you use the most for fishing. Would you rate their water quality as excellent, good, fair, or poor?

46	(13)	1.	Excellent
181	(53)	2.	Good
93	(27)	3.	Fair
21	(6)	4.	Poor
3		8.	DK
0		9.	RA
457		.	NA

QB2d. (IF YES) For these same waters, do you think water quality has gotten better, stayed about the same, or gotten worse over the last ten years?

Freq	(%)		
38	(12)	1.	Gotten better
164	(50)	2.	Stayed about the same
125	(38)	3.	Gotten worse
16		8.	DK
0		9.	RA
457		.	NA

QB3. In the last twelve months, did you bird watch, sightsee, hike, or participate in any other SHORELAND recreational activities in Minnesota?

424	(53)	1.	Yes	
376	(47)	2.	No	(IF NO, GO TO NEXT SECTION)
0		8.	DK	(IF DK, GO TO NEXT SECTION)
1		9.	RA	(IF RA, GO TO NEXT SECTION)

QB3a. (IF YES) In the last twelve months, how satisfied were you with your SHORELAND recreational experiences in Minnesota . . . would you say you were very satisfied, satisfied, dissatisfied, or very dissatisfied?

207	(49)	1.	Very satisfied
205	(48)	2.	Satisfied
9	(2)	3.	Dissatisfied
1	(0)	4.	Very dissatisfied
1		8.	DK
0		9.	RA
376		.	NA

QB3b. (IF YES) Over the last ten years, have your SHORELAND recreational experiences in Minnesota gotten better, stayed about the same, or gotten worse?

135	(32)	1.	Gotten better
237	(57)	2.	Stayed about the same
43	(10)	3.	Gotten worse
9		8.	DK
0		9.	RA
376		.	NA

QB3c. (IF YES) Now I'd like you to think about the Minnesota waters that you visit the most for shoreland-based recreational activities. Would you rate their water quality as excellent, good, fair, or poor?

Freq	(%)		
62	(15)	1.	Excellent
215	(52)	2.	Good
109	(26)	3.	Fair
27	(7)	4.	Poor
10		8.	DK
0		9.	RA
376		.	NA

QB3d. (IF YES) For these same waters, do you think water quality has gotten better, stayed about the same, or gotten worse over the last ten years?

51	(13)	1.	Gotten better
197	(49)	2.	Stayed about the same
151	(38)	3.	Gotten worse
24		8.	DK
0		9.	RA
376		.	NA

C. GUN SAFETY

Now I'd like to ask you about guns manufactured in the United States.

QC1. Do you think that guns manufactured in the United States are, or are not, currently regulated by federal SAFETY standards?

Freq	(%)		
460	(72)	1.	Yes, they are regulated
26	(4)	2.	Some are and some are not (VOLUNTEERED)
158	(24)	3.	No, are not regulated
149		8.	DK
8		9.	RA

QC2. Would you strongly favor, favor, oppose, or strongly oppose government safety regulations for the design of guns?

255	(35)	1.	Strongly favor
268	(36)	2.	Favor
145	(20)	3.	Oppose
68	(9)	4.	Strongly oppose
47		8.	DK
17		9.	RA

D. UNIVERSITY OF MINNESOTA

Next, I have some general questions about the entire University of Minnesota system.

QD1. What are three words that immediately come to mind when you think of the University of Minnesota today?

(SEE APPENDIX A, PAGES A-7 TO A-15)

QD2. Do you or any members of your family own clothing with a University of Minnesota name or logo on it?

(INTERVIEWER: A logo would be any symbol that makes people think of the University.)

Freq	(%)			
377	(47)	1.	Yes	(INCLUDE CAPS/HATS)
418	(53)	2.	No	
4		8.	DK	
0		9.	RA	

QD3. In the past two years, have you or has anyone in your immediate family had experiences with any part of the University of Minnesota system through the following activities? (READ LIST)

		YES 1	NO 2	DK 8	RA 9	
QD3a.	Took a course or attended a conference	187 (24)	607 (76)	6	0	Freq (%)
QD3b.	Attended a sports event, concert, play, or exhibit	346 (44)	447 (56)	7	0	
QD3c.	Used ANY University of Minnesota health care service	136 (17)	648 (83)	15	0	
QD3d.	Used any of the services of the Minnesota Extension Service, or Agricultural Extension	138 (18)	647 (82)	14	0	
QD3e.	Contacted a University department or faculty member for information, advice, or assistance	224 (28)	567 (72)	10	0	
QD3f.	Visited a University web site	230 (29)	558 (71)	12	0	

QD4. In your opinion, how important is the University of Minnesota to the STATE when it comes to (READ LIST) . . . very important, somewhat important, not very important, or not at all important?

			VERY IMP 1	SOME WHAT IMP 2	NOT VERY IMP 3	NOT AT ALL IMP 4	DK 8	RA 9	
___	QD4a.	Providing undergraduate education	567 (74)	186 (24)	7 (1)	3 (0)	32	5	Freq (%)
___	QD4b.	Providing graduate and professional education	617 (79)	145 (19)	14 (2)	3 (0)	18	4	
___	QD4c.	Conducting research	627 (80)	141 (18)	5 (1)	6 (1)	19	3	
___	QD4d.	Serving as an economic driver for the state	408 (54)	309 (41)	33 (4)	7 (1)	39	4	

RANDOM START D4: ___

QD5. In judging the performance of the University of Minnesota OVERALL, do you have a very favorable, favorable, unfavorable, or very unfavorable impression of the University, or is your impression neither favorable nor unfavorable?

Freq	(%)		
159	(20)	1.	Very favorable
486	(62)	2.	Favorable
27	(3)	3.	Unfavorable
6	(1)	4.	Very unfavorable
112	(14)	5.	Neither favorable nor unfavorable
9		8.	DK
2		9.	RA

QD6. OVERALL, how satisfied are you with the University of Minnesota . . . very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied, or are you neither satisfied nor dissatisfied?

209	(27)	1.	Very satisfied
339	(43)	2.	Somewhat satisfied
32	(4)	3.	Somewhat dissatisfied
11	(1)	4.	Very dissatisfied
192	(24)	5.	Neither satisfied nor dissatisfied
15		8.	DK
2		9.	RA

QD7. Would you be willing to give me a guess about how much tuition costs at the University of Minnesota, or not?

Freq	(%)			
518	(67)	1.	Yes	
253	(33)	2.	No	(IF NO, GO TO 8)
29		8.	DK	(IF DK, GO TO 8)
0		9.	RA	(IF RA, GO TO 8)

QD7a. (IF YES) About how much do you think tuition would cost for one year for a Minnesota resident who is in their first year as a full-time student at the University of Minnesota?

(SEE APPENDIX B, PAGE B-2)

QD8. When the University of Minnesota needs more money for educational programs, should it try to get additional funding from state government, or should it raise tuition?

501	(65)	1.	Funding from state government
129	(17)	2.	Raise tuition
113	(15)	3.	Both (VOLUNTEERED)
30	(4)	4.	Other (SPECIFY) _____
21		8.	DK
6		9.	RA

QD9. Would you be willing to give me a guess about what percentage of the University's budget comes from state government, or not?

Freq	(%)			
362	(49)	1.	Yes	
371	(51)	2.	No	(IF NO, GO TO 10)
65		8.	DK	(IF DK, GO TO 10)
2		9.	RA	(IF RA, GO TO 10)

QD9a. (IF YES) About what percentage of the University's budget do you think comes from state government . . . about ten percent, about thirty percent, about half, or about seventy percent?

53	(15)	1.	About 10%
148	(41)	2.	About 30%
107	(30)	3.	About half
50	(14)	4.	About 70%
4		8.	DK
1		9.	RA
438		.	NA

QD10. In your opinion, how important is the University of Minnesota to the economic health of the state . . . very important, somewhat important, not very important, or not at all important?

405	(51)	1.	Very important
363	(46)	2.	Somewhat important
17	(2)	3.	Not very important
5	(1)	4.	Not at all important
10		8.	DK
0		9.	RA

QD11. Would you recommend a University of Minnesota campus to a high ability Minnesota high school student?

693	(93)	1.	Yes
55	(7)	2.	No
51		8.	DK
2		9.	RA

QD12. I'd like to get your opinions about the University's Twin Cities campus, whether or not you have visited there recently. In your opinion, is the Twin Cities campus welcoming or NOT welcoming?

Freq	(%)		
377	(73)	1.	Welcoming
137	(27)	2.	NOT welcoming
275		8.	DK
11		9.	RA

QD13. Is the Twin Cities campus easy to visit or difficult to visit?

318	(51)	1.	Easy to visit
306	(49)	2.	Difficult to visit
168		8.	DK
7		9.	RA

QD14. Is the Twin Cities campus attractive or unattractive?

502	(84)	1.	Attractive
97	(16)	2.	Unattractive
186		8.	DK
14		9.	RA

QD15. In the past two years, have you or has anyone in your immediate family visited the University's Twin Cities campus?

409	(53)	1.	Yes
366	(47)	2.	No
23		8.	DK
2		9.	RA

E. UNIVERSITY OF MINNESOTA CANCER CENTER

The next few questions are about health-related issues.

QE1. If you were looking for information about cancer, where would you go, other than your physician? (DO NOT READ LIST; CIRCLE ALL MENTIONS)

		YES 1	NO 2	DK 8	RA 9	
QE1a.	Television	3 (0)	750 (100)	45	3	Freq (%)
QE1b.	Radio	1 (0)	752 (100)	45	3	
QE1c.	Newspapers	4 (0)	749 (100)	45	3	
QE1d.	Library	92 (12)	661 (88)	45	3	
QE1e.	Internet	373 (50)	380 (50)	45	3	
QE1f.	Friends or family	38 (5)	715 (95)	45	3	
QE1g.	Cancer organizations	58 (8)	694 (92)	45	3	
QE1h.	Magazines or books	23 (3)	730 (97)	45	3	
QE1i.	University of Minnesota	186 (25)	567 (75)	45	3	
QE1j.	Mayo Clinic	192 (26)	561 (74)	45	3	
QE1k.	Some other hospital or clinic	57 (8)	695 (92)	45	3	
QE1L.	Other (SPECIFY) _____	29 (4)	724 (96)	45	3	

QE2. Were you aware that the University of Minnesota has a cancer program?

Freq	(%)			
437	(55)	1.	Yes	
361	(45)	2.	No	(IF NO, GO TO 3)
2		8.	DK	(IF DK, GO TO 3)
0		9.	RA	(IF RA, GO TO 3)

QE2a. (IF YES) Do you believe that the University of Minnesota has one of the country's leading cancer programs, is about the same as most other cancer programs, or lags behind most other cancer programs in the country?

179	(55)	1.	One of the country's leading programs
139	(43)	2.	About the same as most other programs
9	(3)	3.	Lags behind most other programs
109		8.	DK
1		9.	RA
363		.	NA

QE3. Have you ever heard or read anything specifically about the University of Minnesota Cancer Center?

Freq	(%)			
169	(21)	1.	Yes	
624	(79)	2.	No	(IF NO, GO TO NEXT SECTION)
8		8.	DK	(IF DK, GO TO NEXT SECTION)
0		9.	RA	(IF RA, GO TO NEXT SECTION)
		.	NA	

QE3a. (IF YES) Where did you get your information about the University's Cancer Center? (DO NOT READ LIST; CIRCLE ALL MENTIONS)

		YES 1	NO 2	DK 8	RA 9	NA .	
QE3a-1.	Television	17 (10)	147 (90)	5	0	631	Freq (%)
QE3a-2.	Radio	12 (7)	152 (93)	5	0	631	
QE3a-3.	Newspapers	47 (28)	117 (72)	5	0	631	
QE3a-4.	Library	0 (-)	164 (100)	5	0	631	
QE3a-5.	Internet	9 (6)	155 (94)	5	0	631	
QE3a-6.	Friends or family	48 (29)	116 (71)	5	0	631	
QE3a-7.	Cancer organizations	4 (2)	161 (98)	5	0	631	
QE3a-8.	Magazines or books	14 (9)	150 (91)	5	0	631	
QE3a-9.	I was (someone in family was) a patient there	13 (8)	151 (92)	5	0	631	
QE3a-10.	Other (SPECIFY)	38 (23)	126 (77)	5	0	631	

_____

F. HISPANICS

QF1. Do you know any Hispanic people in Minnesota?

Freq	(%)			
473	(59)	1.	Yes	
12	(2)	2.	Respondent is Hispanic (IF HISPANIC, GO TO 2)	
7	(1)	3.	Family member is Hispanic (IF HISPANIC, GO TO 2)	
306	(38)	4.	No	(IF NO, GO TO 2)
3		8.	DK	(IF DK, GO TO 2)
0		9.	RA	(IF RA, GO TO 2)

QF1a. (IF YES) How often do you interact with a Hispanic person in Minnesota . . . at least once a week, at least once a month, at least once a year, or less often than that?

276	(59)	1.	At least once a week
117	(25)	2.	At least once a month
58	(12)	3.	At least once a year
19	(4)	4.	Less often
2		8.	DK
0		9.	RA
327		.	NA

QF2. Which of the following words most closely describes how you feel about the presence of Hispanic people in your community . . . positive, indifferent, or negative?

368	(48)	1.	Positive
354	(46)	2.	Indifferent
51	(7)	3.	Negative
20		8.	DK
8		9.	RA

QF3. In your opinion, are Hispanic people in Minnesota more of a positive contribution to the state or more of a burden to the state?

429	(65)	1.	A positive contribution
159	(24)	2.	A burden
75	(11)	3.	Other (SPECIFY) _____
88		8.	DK
48		9.	RA

QF4. How important are the contributions of Hispanics to the ECONOMY of Minnesota and its communities . . . very important, somewhat important, not very important, or not at all important?

Freq	(%)			
189	(26)	1.	Very important	
393	(55)	2.	Somewhat important	(IF SOMEWHAT IMPORTANT, GO TO 5)
111	(16)	3.	Not very important	(IF NOT VERY IMP, GO TO 5)
24	(3)	4.	Not at all important	(IF NOT AT ALL IMP, GO TO 5)
68		8.	DK	(IF DK, GO TO 5)
16		9.	RA	(IF RA, GO TO 5)

QF4a. (IF VERY IMPORTANT) Why do you feel this way?

_____

_____

QF5. Would you like or dislike having a Hispanic (READ LIST)?

		LIKE 1	INDIFFERENT (VOLUNTEERED) 2	DISLIKE 3	DK 8	RA 9	
QF5a.	As a member of your community	508 (65)	241 (31)	33 (4)	11	7	Freq (%)
QF5b.	As a co-worker or employee	525 (67)	223 (29)	31 (4)	15	6	
QF5c.	As a friend	576 (73)	195 (25)	14 (2)	10	5	
QF5d.	As a next-door neighbor	549 (70)	205 (26)	30 (4)	10	6	
QF5e.	As a member of your family	485 (63)	199 (26)	82 (11)	27	8	

G. DEMOGRAPHICS

Before ending this interview I have a few remaining background questions.

QG1. What county do you live in?
(SEE APPENDIX B, PAGE B-4, FOR A COMPLETE COUNTY LIST)

Freq	(%)		
56	(7)	02.	Anoka
66	(8)	19.	Dakota
177	(22)	27.	Hennepin
24	(3)	55.	Olmsted
81	(10)	62.	Ramsey
43	(5)	69.	St. Louis
18	(2)	70.	Scott
29	(4)	82.	Washington
12	(2)	86.	Wright

QG2. What is your zip code?

(SEE APPENDIX B, PAGE B-6)

QG3. Do you own or rent your residence?

646	(82)	1.	Own
145	(18)	2.	Rent
2	(0)	3.	Other (SPECIFY) _____
0		8.	DK
8		9.	RA

QG4. What kind of housing unit do you live in? (DO NOT READ LIST; CODE 4-PLEX OR TRI-PLEX AS APARTMENT)

643	(81)	1.	Single family detached
26	(3)	2.	Townhouse
30	(4)	3.	Duplex or 2-unit building
62	(8)	4.	Apartment building
23	(3)	5.	Mobile home
13	(2)	6.	Condominium
1	(0)	7.	Other (SPECIFY) _____
1		8.	DK
3		9.	RA

QG5. Are you married, single, divorced, separated, or widowed?

Freq	(%)		
523	(66)	1.	Married
162	(20)	2.	Single
55	(7)	3.	Divorced
7	(1)	4.	Separated
48	(6)	5.	Widowed
0		8.	DK
5		9.	RA

QG6. What year were you born?
(THE CONSTRUCTED VARIABLE 'AGEMD' IS SHOWN ON PAGE 17)

(SEE APPENDIX B, PAGE B-13)

QG7. What is the highest level of school you have completed? (DO NOT READ LIST. CLARIFY "HIGH SCHOOL" OR "COLLEGE")

9	(1)	01.	Less than high school
47	(6)	02.	Some high school
193	(24)	03.	High school graduate
20	(2)	04.	Some technical school
64	(8)	05.	Technical school graduate
153	(19)	06.	Some college
211	(26)	07.	College graduate (Bachelor's degree, BA, BS)
101	(13)	08.	Post graduate or professional degree (Master's, Doctorate, MS, MA, PhD, Law degree, Medical degree)
0	(-)	09.	Other (SPECIFY) _____
0		88.	DK
3		99.	RA

QG8. What race do you consider yourself?
(DO NOT READ LIST UNLESS NEEDED)

724	(92)	1.	White/Caucasian
12	(2)	2.	Mexican/Hispanic
14	(2)	3.	Black/African American
7	(1)	4.	American Indian
6	(1)	5.	Asian/Oriental
8	(1)	6.	Mixed, no dominant racial identification
16	(2)	7.	Other (SPECIFY) _____
4		8.	DK
10		9.	RA

QG9. Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or what?
(THE CONSTRUCTED VARIABLE 'PARTY' IS SHOWN ON PAGE 20)

Freq	(%)		
222	(30)	1.	Republican
231	(31)	2.	Democrat
251	(34)	3.	Independent
39	(5)	4.	Other (SPECIFY) _____
18		8.	DK
39		9.	RA

QG9a. (IF REPUBLICAN) Would you call yourself a strong Republican or a not very strong Republican?

109	(51)	1.	Strong
106	(49)	2.	Not very strong
6		8.	DK
0		9.	RA
578		.	NA

QG9b. (IF DEMOCRAT) Would you call yourself a strong Democrat or a not very strong Democrat?

115	(51)	1.	Strong
112	(49)	2.	Not very strong
4		8.	DK
1		9.	RA
569		.	NA

QG9c. (IF INDEPENDENT, OTHER, DK, OR RA) Do you think of yourself as closer to the Republican or to the Democratic party?

91	(30)	1.	Republican
108	(36)	2.	Democratic
101	(34)	3.	Neither (VOLUNTEERED)
13		8.	DK
34		9.	RA
452		.	NA

QG10. Did you have a paying job last week?

Freq	(%)			
588	(74)	1.	Yes	
207	(26)	2.	No	
0		8.	DK	(IF DK, GO TO 11)
5		9.	RA	(IF RA, GO TO 11)

QG10a. (IF YES) Were you working full-time or part-time?

462	(79)	1.	Full-time
126	(21)	2.	Part-time
1		8.	DK
0		9.	RA
212		.	NA

QG10b. (IF NO) Do you consider yourself retired, unemployed, a student, or a homemaker?

		YES 1	NO 2	DK 8	RA 9	NA .	
QG10b-1.	Retired	130 (64)	72 (36)	5	0	593	Freq (%)
QG10b-2.	Unemployed	14 (7)	189 (93)	5	0	593	
QG10b-3.	A student	16 (8)	186 (92)	5	0	593	
QG10b-4.	A homemaker	59 (29)	144 (71)	5	0	593	

QG11. How many people are living in your household now INCLUDING yourself? (IF 01, LIVES ALONE, GO TO 13)

(SEE APPENDIX B, PAGE B-18)

QG11a. (IF MORE THAN ONE) How many of these are under 18? (IF NONE, ENTER "0")

(SEE APPENDIX B, PAGE B-18)

QG12. Now I'd like to know the employment status of the person in your household who contributed most to the household income in 1999. Is this person you or someone else in your household?

Freq	(%)		
344	(51)	1.	Respondent (IF RESPONDENT, GO TO 13)
326	(49)	2.	Someone else
0	(-)	3.	Someone no longer in household (IF NOT IN HOUSEHOLD, GO TO 13)
33		8.	DK (IF DK, GO TO 13)
12		9.	RA (IF RA, GO TO 13)
85		.	NA

QG12a. (IF SOMEONE ELSE) Did this person have a paying job last week?

283	(87)	1.	Yes	
42	(13)	2.	No	
0		8.	DK	(IF DK, GO TO 13)
1		9.	RA	(IF RA, GO TO 13)
474		.	NA	

QG12a-1. (IF YES) Were they working full-time or part-time?

272	(96)	1.	Full time
11	(4)	2.	Part time
0		8.	DK
0		9.	RA
517		.	NA

QG12a-2. (IF NO) Are they retired, unemployed, a student, or a homemaker? (CIRCLE ALL MENTIONS)

		YES 1	NO 2	DK 8	RA 9	NA .	
QG12a-2a.	Retired	38 (93)	3 (7)	0	0	758	Freq (%)
QG12a-2b.	Unemployed	3 (7)	38 (93)	0	0	758	
QG12a-2c.	A student	0 (-)	42 (100)	0	0	758	
QG12a-2d.	A homemaker	0 (-)	42 (100)	0	0	758	

QG13. Was your total household income in 1999 above or below $35,000?
(THE CONSTRUCTED VARIABLE 'INCOME' IS SHOWN ON PAGE 22)

Freq	(%)		
562	(77)	1.	Above
169	(23)	2.	Below
21		8.	DK (IF DK, GO TO 16)
48		9.	RA (IF RA, GO TO 16)

QG13a. (IF ABOVE) I am going to mention a number of income categories. When I come to the category which describes your total household income BEFORE taxes in 1999, please stop me.

52	(10)	1.	35 to 40,000
85	(17)	2.	40 to 50,000
79	(16)	3.	50 to 60,000
84	(17)	4.	60 to 70,000
55	(11)	5.	70 to 80,000
148	(30)	6.	80,000 or more
11		8.	DK (IF DK, GO TO 16)
48		9.	RA (IF RA, GO TO 16)
238		.	NA

QG13b. (IF BELOW) I am going to mention a number of income categories. When I come to the category which describes your total household income BEFORE taxes in 1999, please stop me.

6	(4)	1.	Under 5,000
18	(12)	2.	5 to 10,000
24	(15)	3.	10 to 15,000
24	(15)	4.	15 to 20,000
34	(22)	5.	20 to 25,000
29	(19)	6.	25 to 30,000
21	(13)	7.	30 to 35,000
7		8.	DK (IF DK, GO TO 16)
6		9.	RA (IF RA, GO TO 16)
631		.	NA

QG14. This income figure you just gave me includes the income of everyone who was living in your household in 1999. Is that correct?

Freq	(%)		
658	(100)	1.	Yes
0	(-)	2.	No (IF NO, REPEAT QUESTION 13)
0		8.	DK
2		9.	RA
141		.	NA

QG15. How many persons in the household contributed earnings or income that was part of the total household income you gave me for 1999?

(SEE APPENDIX B, PAGE B-19)

(ASK ONLY IF UNSURE)

QG16. Are you male or female?

366	(46)	1.	Male
434	(54)	2.	Female
0		9.	RA

END. Thank you for answering all these questions. I really appreciate your time.

(IF A RESPONDENT ASKS FOR SURVEY RESULTS,
HAVE THEM CONTACT ROSSANA ARMSON AT 612-627-4282
DURING BUSINESS HOURS, 9 AM TO 5 PM.)

INTERVIEWER COMMENTS:

APPENDIX A

OPEN-ENDED VARIABLES

QA1 MOST IMPORTANT MN PROBLEM

Value		Frequency	Percent	Valid Percent	Cumulative Percent
10000	TAXES	21	2.6	2.8	2.8
10100	Income	49	6.1	6.7	9.6
10200	Sales	6	.8	.9	10.4
10300	Property	18	2.3	2.6	13.0
20000	EDUCATION	7	.8	.9	13.9
20100	Quality of education	29	3.6	4.0	17.9
20200	Financing education	19	2.4	2.7	20.6
20300	Higher education	5	.6	.6	21.2
20400	Availability of educ	2	.2	.2	21.4
30000	ENVIRONMENT	4	.4	.5	21.9
30100	Pollution	3	.3	.4	22.3
30102	Water quality	3	.4	.4	22.7
30103	Air pollution	2	.3	.3	23.0
30600	Weather	5	.6	.6	23.6
40000	ECONOMY	11	1.4	1.6	25.2
40100	Unemployment/jobs	5	.6	.7	25.9
40101	Youth unemployment	1	.1	.1	26.0
40103	Quality of jobs	8	1.0	1.1	27.1
40104	Wages	32	4.0	4.5	31.6
40106	Quantity of jobs	5	.6	.7	32.3
40200	Inflation/recession	3	.3	.4	32.6
40300	Savings/investments	28	3.5	3.9	36.6
40400	Business Climate	2	.2	.2	36.8
40402	Keeping business	1	.1	.1	36.9
40500	Farm situation	7	.9	1.0	37.9
40502	Crop prices	1	.1	.1	38.0
40504	Loss of farms	2	.2	.2	38.2
50000	HEALTH CARE	14	1.8	2.0	40.2
50100	Cost of health care	72	9.0	9.9	50.1
50101	Cost of prescr drugs	12	1.5	1.7	51.8
50200	Qual of health care	5	.6	.6	52.4
50300	Avail of health care	27	3.4	3.8	56.2
50400	Health care-elderly	6	.8	.9	57.1
50401	Nursing Homes	3	.4	.4	57.5
50500	Mental health	2	.3	.3	57.8
50600	Disease-general	6	.8	.9	58.6

QA1 MOST IMPORTANT MN PROBLEM (continued)

Value		Frequency	Percent	Valid Percent	Cumulative Percent
50800	Natl Hlth Care Plan	1	.1	.1	58.7
50900	Medicare/Medicaid	4	.4	.5	59.2
60000	TRANSPORTATION	5	.6	.7	59.9
60100	Traffic	14	1.8	2.0	61.9
60200	Road construction	2	.3	.3	62.2
60600	Drunk driving	1	.1	.1	62.2
60700	Mass transit	3	.4	.4	62.7
60701	Light rail transit	1	.1	.1	62.8
70100	Housing-cost	26	3.3	3.6	66.4
70200	Housing-availability	4	.4	.5	66.9
70300	Housing-quality	1	.1	.1	67.1
80100	Cost of food	1	.1	.1	67.2
90000	GOVERNMENT	10	1.2	1.3	68.6
90400	Govt funding	3	.3	.4	68.9
90600	Federal deficit	1	.1	.1	69.0
90800	Governor Ventura	4	.4	.5	69.5
110000	CRIME	12	1.5	1.6	71.1
110100	Crim justice system	4	.5	.6	71.7
110200	Drug-related crime	4	.5	.6	72.2
110300	Crimes by youth	5	.6	.7	73.0
110400	Gangs	4	.5	.6	73.5
110500	Guns	4	.4	.5	74.0
120100	Energy cost	17	2.1	2.3	76.4
120200	Energy sources	1	.1	.1	76.4
130100	Abuse	2	.2	.2	76.7
130200	Welfare	3	.3	.4	77.0
130201	Abuse of welfare	3	.4	.4	77.4
130300	Abortion	5	.6	.6	78.1
130400	Discrimination	6	.8	.9	78.9
130500	Drugs	3	.4	.4	79.3
130501	Alcohol	2	.2	.2	79.6
130600	Morality	15	1.9	2.1	81.6
130601	Religion	8	1.0	1.1	82.8

QA1 MOST IMPORTANT MN PROBLEM (continued)

Value		Frequency	Percent	Valid Percent	Cumulative Percent
130700	Immigration	5	.6	.7	83.5
130800	Poverty	10	1.3	1.4	84.9
131000	Homeless	12	1.5	1.6	86.5
131100	Gambling	1	.1	.1	86.7
131200	Population	3	.3	.4	87.0
131300	Urban sprawl	5	.6	.7	87.7
131400	Lack of free time	8	1.0	1.1	88.8
140000	FAMILIES	17	2.1	2.3	91.1
140102	Day care-quality	2	.2	.2	91.3
140103	Day care-avail	1	.1	.1	91.5
140200	Child raising	4	.5	.6	92.1
140300	Divorce	2	.2	.2	92.3
140400	Youth sex	1	.1	.1	92.4
140500	Youth problems	7	.9	1.0	93.4
150000	OTHER	48	6.0	6.6	100.0
Total valid		723	90.3	100.0	
888888	DK	72	9.0		
999999	RA	6	.7		
Total missing		77	9.7		
Total		800	100.0		

QA6 ANIMAL THAT IS SYMBOL OF STATE OF MINNESOTA

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Golden gopher	85	10.6	10.9	10.9
2 Loon	194	24.3	24.9	35.8
4 No	176	22.0	22.5	58.3
10 Wolf	111	13.8	14.2	72.5
11 Deer	83	10.3	10.6	83.1
12 Bear	5	.6	.7	83.7
13 Eagle	27	3.4	3.5	87.2
14 Moose	11	1.4	1.4	88.6
15 Mosquito	9	1.1	1.1	89.8
16 Walleye	8	1.0	1.1	90.8
17 Fish	11	1.4	1.4	92.3
18 Dog	10	1.2	1.2	93.5
19 Cat	4	.5	.5	94.0
20 Duck	7	.9	.9	94.9
21 Cow	2	.3	.3	95.2
77 Other	37	4.7	4.8	100.0
Total valid	781	97.6	100.0	
88 DK	17	2.1		
99 RA	2	.3		
Total missing	19	2.4		
Total	800	100.0		

QA7 COLORS THAT REPRESENT STATE OF MINNESOTA

Value		Frequency	Percent	Valid Percent	Cumulative Percent
1	Maroon & gold	75	9.4	9.5	9.5
2	Purple & gold	39	4.9	4.9	14.4
3	Blue	147	18.4	18.6	33.0
5	No	211	26.4	26.7	59.8
10	Green	91	11.4	11.6	71.3
11	Blue & green	65	8.1	8.2	79.5
12	White	25	3.1	3.1	82.6
13	Blue & white	14	1.7	1.8	84.4
14	Red, white, & blue	12	1.5	1.5	85.9
15	Green & white	18	2.3	2.3	88.2
16	Gold	6	.7	.7	88.9
17	Blue & gold/yellow	9	1.1	1.1	90.0
18	Purple	5	.6	.6	90.6
19	Fall colors	6	.8	.8	91.4
20	Green & brown	4	.5	.5	91.9
21	Rainbow	2	.3	.3	92.1
22	Red	5	.6	.6	92.8
77	Other	57	7.1	7.2	100.0
	Total valid	790	98.8	100.0	
88	DK	9	1.1		
99	RA	1	.1		
	Total missing	10	1.2		
Total		800	100.0		

QD1A WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Agriculture/Ag progs	2	.2	.2	.2
2 Alma mater/Grad	1	.1	.1	.3
4 Attractive/beautiful	1	.1	.1	.4
6 Big/large/huge	117	14.6	16.4	16.8
8 Bureaucratic	2	.3	.3	17.1
9 Carlson School	1	.1	.1	17.3
12 Close by/convenient	4	.4	.5	17.8
13 College	3	.3	.4	18.1
16 Cost-expensive	28	3.5	4.0	22.1
17 Cost-inexpensive	3	.4	.4	22.5
18 Crowded/congested	10	1.3	1.4	24.0
22 Disorganized	2	.2	.2	24.2
23 Diverse	7	.9	1.0	25.2
24 Drinking/drugs	4	.4	.5	25.7
26 Duluth/Bulldogs	5	.6	.6	26.3
29 Education	71	8.8	9.9	36.3
31 Engineering school	1	.1	.1	36.4
32 Excellent/prestige	76	9.6	10.7	47.1
36 Family members	6	.8	.9	48.0
37 Far away	1	.1	.1	48.1
40 Fun	4	.4	.5	48.6
41 Good education	50	6.2	7.0	55.6
42 Gophers	43	5.3	6.0	61.6
44 Growing/expanding	2	.3	.3	61.9
48 Integrity	2	.3	.3	62.2
49 Intimidating	1	.1	.1	62.3
51 Improving	3	.4	.4	62.7
54 Law school	1	.1	.1	62.9
55 Learning/knowledge	1	.1	.1	62.9
56 Liberal	1	.1	.1	63.0
57 Location-dangerous	2	.2	.2	63.2
58 Longevity	2	.2	.2	63.5
61 Med school/hosps	29	3.7	4.1	67.6
67 Nice	3	.3	.4	67.9
69 Open to everyone	3	.4	.4	68.3
70 Opportunities	4	.5	.6	68.9
73 Parking problems	3	.3	.4	69.3
74 President/good Pres	1	.1	.1	69.4
75 Pride/tradition	5	.6	.7	70.1

QD1A WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 1 (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
76 Progressive	1	.1	.1	70.3
77 Public	1	.1	.1	70.4
78 Pretty/attractive	2	.2	.2	70.6
79 Problems/troubled	2	.2	.2	70.9
80 Research	5	.6	.7	71.6
84 Sports	68	8.5	9.5	81.1
85 State operated	1	.1	.1	81.2
86 Students	1	.1	.1	81.4
87 Scandal/cheating	46	5.7	6.4	87.8
89 Technology	1	.1	.1	87.9
90 Trend setter	3	.3	.4	88.3
91 Twin Cities/Mpls	3	.4	.4	88.7
95 Variety	1	.1	.1	88.8
96 Vet school	1	.1	.1	89.0
102 Strong/strength	2	.3	.3	89.3
103 Science/scientific	1	.1	.1	89.4
104 School	2	.3	.3	89.6
107 Inadequate/2nd rate	4	.5	.6	90.2
777 Other	70	8.7	9.8	100.0
Total valid	713	89.1	100.0	
888 DK	82	10.3		
999 RA	5	.6		
Total missing	87	10.9		
Total	800	100.0		

QD1B WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Agriculture/Ag progs	1	.1	.2	.2
6 Big/large/huge	36	4.5	5.9	6.0
8 Bureaucratic	4	.4	.6	6.6
9 Carlson School	7	.9	1.2	7.8
12 Close by/convenient	3	.4	.5	8.3
13 College	5	.6	.8	9.1
14 Cmty-based/neighbor	1	.1	.2	9.3
16 Cost-expensive	24	2.9	3.8	13.1
17 Cost-inexpensive	3	.3	.4	13.6
18 Crowded/congested	6	.8	1.0	14.6
21 Dental school	1	.1	.1	14.6
22 Disorganized	5	.6	.8	15.5
23 Diverse	16	2.0	2.6	18.1
24 Drinking/drugs	5	.6	.8	18.9
26 Duluth/Bulldogs	1	.1	.2	19.1
27 Discriminatn/racism	2	.3	.3	19.4
29 Education	53	6.6	8.6	28.0
30 Employer	1	.1	.2	28.2
31 Engineering school	2	.3	.3	28.5
32 Excellent/prestige	53	6.6	8.6	37.2
36 Family members	5	.6	.8	37.9
39 Friendly	1	.1	.2	38.1
40 Fun	2	.2	.3	38.3
41 Good education	43	5.4	7.0	45.4
42 Gophers	19	2.4	3.1	48.5
44 Growing/expanding	2	.3	.3	48.8
46 Impersonal	5	.6	.8	49.5
47 Important to MN	1	.1	.2	49.7
48 Integrity	2	.2	.3	50.0
49 Intimidating	3	.3	.4	50.4
51 Improving	2	.2	.3	50.6
52 Inaccessible	2	.3	.3	51.0
55 Learning/knowledge	2	.3	.3	51.3
56 Liberal	3	.3	.4	51.7
57 Location-dangerous	1	.1	.2	51.9
60 Library	3	.4	.5	52.4
61 Med school/hosps	26	3.2	4.2	56.6
63 Multi-campus	1	.1	.1	56.7
66 New age	1	.1	.2	56.8

QD1B WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 2 (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
67 Nice	4	.4	.6	57.4
69 Open to everyone	4	.4	.6	58.0
70 Opportunities	6	.7	.9	58.9
74 President/good Pres	2	.2	.3	59.2
75 Pride/tradition	5	.6	.8	59.9
76 Progressive	2	.3	.3	60.3
77 Public	2	.2	.3	60.5
78 Pretty/attractive	2	.3	.3	60.8
79 Problems/troubled	4	.5	.7	61.5
80 Research	7	.8	1.1	62.6
81 Run down/dirty	1	.1	.2	62.8
84 Sports	57	7.1	9.3	72.1
85 State operated	2	.3	.3	72.4
86 Students	2	.3	.3	72.7
87 Scandal/cheating	35	4.4	5.8	78.5
89 Technology	3	.4	.5	79.0
91 Twin Cities/Mpls	2	.2	.3	79.2
94 Urban	1	.1	.2	79.4
95 Variety	1	.1	.2	79.6
96 Vet school	1	.1	.2	79.7
102 Strong/strength	6	.8	1.0	80.8
103 Science/scientific	1	.1	.2	80.9
104 School	4	.4	.6	81.5
105 People	2	.3	.3	81.8
106 Innovative/inventive	2	.3	.3	82.2
107 Inadequate/2nd rate	2	.2	.3	82.4
108 Youth/kids	3	.4	.5	82.9
777 Other	105	13.1	17.1	100.0
Total valid	613	76.6	100.0	
888 DK	100	12.5		
System	87	10.9		
Total missing	187	23.4		
Total	800	100.0		

QD1C WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1 Agriculture/Ag progs	4	.4	.7	.7
4 Attractive/beautiful	2	.3	.4	1.1
6 Big/large/huge	30	3.7	5.8	7.0
8 Bureaucratic	2	.3	.4	7.4
9 Carlson School	3	.3	.5	7.9
12 Close by/convenient	7	.8	1.3	9.2
13 College	3	.3	.5	9.7
14 Cmty-based/neighbor	2	.2	.3	10.0
16 Cost-expensive	17	2.2	3.4	13.4
17 Cost-inexpensive	10	1.2	1.9	15.3
18 Crowded/congested	8	1.0	1.6	16.9
22 Disorganized	7	.8	1.3	18.2
23 Diverse	9	1.1	1.7	20.0
24 Drinking/drugs	4	.4	.7	20.7
27 Discriminatn/racism	2	.3	.4	21.1
29 Education	27	3.4	5.3	26.4
30 Employer	1	.1	.2	26.6
32 Excellent/prestige	31	3.9	6.1	32.8
37 Far away	1	.1	.2	33.0
39 Friendly	2	.3	.4	33.4
40 Fun	6	.7	1.1	34.5
41 Good education	28	3.5	5.5	40.0
42 Gophers	13	1.7	2.6	42.6
44 Growing/expanding	5	.6	.9	43.5
46 Impersonal	2	.3	.4	44.0
47 Important to MN	3	.4	.6	44.6
48 Integrity	1	.1	.2	44.8
51 Improving	4	.4	.7	45.5
52 Inaccessible	4	.4	.7	46.2
56 Liberal	2	.3	.4	46.6
58 Longevity	4	.4	.7	47.3
59 Learning	2	.2	.3	47.6
60 Library	1	.1	.1	47.7
61 Med school/hosps	15	1.9	3.0	50.7
63 Multi-campus	1	.1	.2	50.9
67 Nice	1	.1	.2	51.1
69 Open to everyone	4	.5	.8	51.9
70 Opportunities	8	1.0	1.5	53.4
73 Parking problems	4	.5	.8	54.2

QD1C WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - 3 (continued)

Value		Frequency	Percent	Valid Percent	Cumulative Percent
74	President/good Pres	1	.1	.2	54.4
75	Pride/tradition	7	.9	1.4	55.8
76	Progressive	1	.1	.2	56.0
77	Public	2	.2	.3	56.4
78	Pretty/attractive	3	.3	.5	56.9
79	Problems/troubled	6	.7	1.1	58.0
80	Research	3	.3	.5	58.5
84	Sports	49	6.2	9.7	68.1
86	Students	2	.3	.4	68.5
87	Scandal/cheating	19	2.4	3.8	72.4
88	Teacher preparation	1	.1	.1	72.5
89	Technology	1	.1	.2	72.7
90	Trend setter	1	.1	.2	72.9
91	Twin Cities/Mpls	7	.8	1.3	74.2
94	Urban	1	.1	.2	74.4
95	Variety	4	.4	.7	75.1
96	Vet school	1	.1	.2	75.3
102	Strong/strength	1	.1	.2	75.5
103	Science/scientific	3	.4	.6	76.1
104	School	3	.3	.5	76.6
105	People	3	.4	.6	77.2
106	Innovative/inventive	1	.1	.2	77.4
107	Inadequate/2nd rate	3	.4	.6	78.0
108	Youth/kids	2	.3	.4	78.4
109	Faculty/staff	2	.3	.4	78.8
777	Other	108	13.5	21.2	100.0
Total valid		509	63.6	100.0	
888	DK	104	13.0		
System		187	23.4		
Total missing		291	36.4		
Total		800	100.0		

MRQD1 WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - MULTIPLE RESPONSE

Category label	Code	Count	Pct of Responses	Pct of Cases
Agriculture/Ag progs	1	6	.3	.9
Alma mater/Grad	2	1	.0	.1
Attractive/beautiful	4	3	.2	.4
Big/large/huge	6	183	10.0	25.6
Bureaucratic	8	8	.4	1.1
Carlson School	9	11	.6	1.5
Close by/convenient	12	13	.7	1.9
College	13	10	.6	1.4
Cmty-based/neighbor	14	3	.1	.4
Cost-expensive	16	69	3.8	9.7
Cost-inexpensive	17	15	.8	2.2
Crowded/congested	18	25	1.3	3.5
Dental school	21	1	.0	.1
Disorganized	22	13	.7	1.9
Diverse	23	32	1.7	4.5
Drinking/drugs	24	12	.7	1.7
Duluth/Bulldogs	26	6	.3	.8
Discriminatn/racism	27	4	.2	.6
Education	29	151	8.2	21.2
Employer	30	2	.1	.3
Engineering school	31	3	.2	.4
Excellent/prestige	32	161	8.8	22.5
Family members	36	11	.6	1.5
Far away	37	2	.1	.3
Friendly	39	3	.2	.4
Fun	40	11	.6	1.5
Good education	41	121	6.6	17.0
Gophers	42	75	4.1	10.5
Growing/expanding	44	9	.5	1.2
Impersonal	46	7	.4	.9

MRQD1 WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - MULTIPLE RESPONSE (continued)

Category label	Code	Count	Pct of Responses	Pct of Cases
Important to MN	47	4	.2	.6
Integrity	48	5	.3	.6
Intimidating	49	4	.2	.5
Improving	51	8	.4	1.2
Inaccessible	52	6	.3	.8
Law school	54	1	.1	.1
Learning/knowledge	55	3	.1	.4
Liberal	56	5	.3	.7
Location-dangerous	57	3	.1	.4
Longevity	58	5	.3	.7
Learning	59	2	.1	.2
Library	60	4	.2	.5
Med school/hosps	61	70	3.8	9.9
Multi-campus	63	2	.1	.2
New age	66	1	.1	.1
Nice	67	7	.4	1.0
Open to everyone	69	11	.6	1.5
Opportunities	70	17	1.0	2.4
Parking problems	73	7	.4	.9
President/good Pres	74	4	.2	.5
Pride/tradition	75	17	.9	2.4
Progressive	76	4	.2	.6
Public	77	4	.2	.6
Pretty/attractive	78	6	.3	.9
Problems/troubled	79	11	.6	1.6
Research	80	14	.8	2.0
Run down/dirty	81	1	.1	.1
Sports	84	174	9.5	24.4
State operated	85	3	.2	.4
Students	86	5	.3	.7

MRQD1 WORD THAT COMES TO MIND WHEN THINK OF U OF M TODAY - MULTIPLE RESPONSE (continued)

Category label	Code	Count	Pct of Responses	Pct of Cases
Scandal/cheating	87	101	5.5	14.1
Teacher preparation	88	1	.0	.1
Technology	89	5	.3	.7
Trend setter	90	4	.2	.5
Twin Cities/Mpls	91	11	.6	1.6
Urban	94	2	.1	.3
Variety	95	6	.3	.8
Vet school	96	3	.2	.4
Strong/strength	102	9	.5	1.3
Science/scientific	103	5	.3	.6
School	104	8	.4	1.2
People	105	5	.3	.7
Innovative/inventive	106	3	.2	.4
Inadequate/2nd rate	107	9	.5	1.2
Youth/kids	108	5	.3	.7
Faculty/staff	109	2	.1	.3
Other	777	282	15.4	39.6
Total responses		1834	100.0	257.3

87 missing cases; 713 valid cases

APPENDIX B

NUMERIC VARIABLES

QD7A ESTIMATE 1ST YEAR F-T UNDERGRADUATE TUITION AT U OF M

Value	Frequency	Percent	Valid Percent	Cumulative Percent
500	1	.1	.1	.1
1000	1	.1	.1	.2
1400	2	.3	.4	.6
1500	4	.5	.8	1.4
1600	3	.3	.5	1.9
1700	2	.2	.3	2.2
1800	1	.1	.2	2.4
1900	1	.1	.2	2.6
2000	7	.8	1.3	3.9
2100	2	.3	.4	4.3
2400	1	.1	.2	4.5
2500	10	1.3	2.0	6.5
3000	10	1.3	2.0	8.5
3500	13	1.6	2.5	11.1
3600	1	.1	.1	11.2
4000	31	3.9	6.1	17.3
4200	1	.1	.2	17.5
4500	5	.6	1.0	18.5
4800	1	.1	.1	18.6
5000	42	5.3	8.2	26.8
5200	1	.1	.2	27.0
5500	6	.8	1.2	28.2
6000	47	5.9	9.2	37.5
6500	3	.4	.6	38.1
6800	2	.2	.3	38.4
7000	24	3.0	4.7	43.1
7500	5	.6	.9	44.0
8000	46	5.8	9.0	53.1
8300	1	.1	.2	53.3
8500	5	.6	1.0	54.3
9000	19	2.4	3.8	58.1
9500	3	.3	.5	58.6
9700	1	.1	.2	58.8
10000	58	7.2	11.4	70.2
11000	6	.7	1.1	71.3
12000	28	3.5	5.4	76.7
13000	7	.8	1.3	78.0
14000	9	1.1	1.7	79.7
15000	28	3.5	5.5	85.2

QD7A ESTIMATE 1ST YEAR F-T UNDERGRADUATE TUITION AT U OF M (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
16000	8	1.0	1.6	86.8
17000	2	.2	.3	87.1
18000	8	1.0	1.5	88.6
19000	1	.1	.2	88.8
20000	28	3.5	5.5	94.4
22000	2	.2	.3	94.7
23000	1	.1	.2	94.9
24000	1	.1	.2	95.1
25000	11	1.3	2.1	97.2
26000	2	.3	.4	97.6
28000	1	.1	.2	97.8
30000	8	1.0	1.5	99.3
35000	1	.1	.1	99.4
50000	2	.3	.4	99.8
60000	1	.1	.2	100.0
Total valid	510	63.8	100.0	
DK 88888	8	1.0		
System	282	35.2		
Total missing	290	36.2		
Total	800	100.0		

QG1 COUNTY OF RESIDENCE

Value	Frequency	Percent	Valid Percent	Cumulative Percent
2 Anoka	56	7.0	7.0	7.0
3 Becker	1	.1	.1	7.1
4 Beltrami	2	.3	.3	7.3
5 Benton	11	1.3	1.3	8.7
7 Blue Earth	3	.4	.4	9.0
8 Brown	3	.4	.4	9.4
9 Carlton	1	.1	.1	9.5
10 Carver	17	2.1	2.1	11.6
11 Cass	1	.1	.1	11.7
12 Chippewa	4	.5	.5	12.2
13 Chisago	6	.8	.8	13.0
14 Clay	10	1.3	1.3	14.3
15 Clearwater	3	.4	.4	14.7
16 Cook	2	.3	.3	14.9
17 Cottonwood	3	.3	.3	15.3
18 Crow Wing	8	1.0	1.0	16.2
19 Dakota	66	8.3	8.3	24.5
20 Dodge	5	.6	.6	25.1
21 Douglas	6	.8	.8	25.9
22 Faribault	5	.6	.6	26.5
23 Fillmore	2	.2	.2	26.7
24 Freeborn	5	.6	.6	27.3
25 Goodhue	8	1.0	1.0	28.3
27 Hennepin	177	22.2	22.2	50.4
29 Hubbard	3	.4	.4	50.8
30 Isanti	5	.6	.6	51.4
31 Itasca	6	.7	.7	52.1
33 Kanabec	2	.3	.3	52.4
34 Kandiyohi	2	.3	.3	52.6
35 Kittson	1	.1	.1	52.8
36 Koochiching	4	.5	.5	53.3
37 Lac Qui Parle	2	.3	.3	53.5
40 Le Sueur	9	1.2	1.2	54.7
42 Lyon	3	.3	.3	55.0
43 McLeod	5	.6	.6	55.6
44 Mahnomen	1	.1	.1	55.8
45 Marshall	5	.6	.6	56.3
46 Martin	5	.6	.6	57.0
47 Meeker	4	.4	.4	57.4
48 Mille Lacs	4	.4	.4	57.9

QG1 COUNTY OF RESIDENCE (continued)

Value		Frequency	Percent	Valid Percent	Cumulative Percent
49	Morrison	2	.3	.3	58.1
50	Mower	5	.6	.6	58.7
51	Murray	3	.3	.3	59.0
52	Nicollet	4	.5	.5	59.6
53	Nobles	6	.8	.8	60.3
54	Norman	3	.3	.3	60.6
55	Olmsted	24	2.9	2.9	63.6
56	Otter Tail	9	1.1	1.1	64.7
57	Pennington	5	.6	.6	65.3
58	Pine	2	.3	.3	65.5
59	Pipestone	1	.1	.1	65.6
60	Polk	6	.8	.8	66.4
62	Ramsey	81	10.1	10.1	76.5
64	Redwood	1	.1	.1	76.6
65	Renville	4	.5	.5	77.1
66	Rice	9	1.2	1.2	78.3
67	Rock	6	.8	.8	79.0
69	St Louis	43	5.3	5.3	84.4
70	Scott	18	2.3	2.3	86.7
71	Sherburne	9	1.2	1.2	87.8
72	Sibley	3	.4	.4	88.2
73	Stearns	18	2.2	2.2	90.4
74	Steele	10	1.2	1.2	91.7
75	Stevens	4	.4	.4	92.1
76	Swift	1	.1	.1	92.2
77	Todd	2	.3	.3	92.5
78	Traverse	2	.2	.2	92.7
79	Wabasha	1	.1	.1	92.8
80	Wadena	1	.1	.1	92.9
81	Waseca	4	.5	.5	93.5
82	Washington	29	3.7	3.7	97.1
83	Watonwan	2	.3	.3	97.4
85	Winona	8	1.0	1.0	98.4
86	Wright	12	1.5	1.5	99.9
87	Yellow Medicine	1	.1	.1	100.0
Total		800	100.0	100.0	

QG2 ZIP CODE

Value	Frequency	Percent	Valid Percent	Cumulative Percent
55005	1	.1	.1	.1
55006	1	.1	.1	.3
55007	1	.1	.1	.3
55008	3	.4	.4	.7
55009	2	.3	.3	1.0
55013	2	.3	.3	1.2
55014	3	.4	.4	1.6
55016	4	.5	.5	2.1
55020	1	.1	.1	2.3
55021	5	.6	.6	2.9
55024	1	.1	.1	3.0
55025	5	.6	.7	3.6
55027	1	.1	.1	3.8
55033	7	.8	.8	4.6
55037	1	.1	.1	4.7
55038	3	.3	.3	5.1
55042	2	.3	.3	5.3
55044	4	.5	.5	5.9
55045	1	.1	.1	6.0
55051	2	.2	.2	6.2
55055	4	.4	.5	6.6
55056	1	.1	.1	6.7
55057	4	.4	.5	7.2
55060	7	.9	.9	8.1
55068	5	.6	.6	8.7
55071	1	.1	.1	8.7
55074	1	.1	.1	8.8
55075	5	.6	.6	9.4
55076	2	.2	.2	9.6
55077	2	.2	.2	9.8
55079	2	.3	.3	10.0
55082	5	.6	.7	10.7
55088	1	.1	.1	10.8
55092	1	.1	.1	10.9
55101	6	.7	.7	11.6
55102	2	.2	.2	11.8
55103	3	.4	.4	12.2
55104	6	.8	.8	13.0
55105	2	.2	.2	13.2
55106	6	.8	.8	14.0

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
55107	3	.4	.4	14.4
55108	4	.4	.5	14.8
55109	5	.6	.6	15.4
55110	9	1.2	1.2	16.6
55112	4	.5	.5	17.1
55113	4	.5	.5	17.6
55116	7	.9	.9	18.5
55117	7	.9	.9	19.5
55118	7	.9	.9	20.4
55119	5	.6	.6	20.9
55121	2	.3	.3	21.2
55122	7	.8	.8	22.1
55123	5	.6	.7	22.7
55124	11	1.4	1.4	24.1
55125	6	.8	.8	24.9
55126	3	.4	.4	25.3
55127	4	.5	.5	25.8
55128	3	.4	.4	26.2
55129	1	.1	.1	26.4
55301	1	.1	.1	26.5
55303	7	.8	.8	27.3
55304	17	2.2	2.2	29.5
55305	1	.1	.1	29.6
55306	4	.4	.5	30.1
55310	1	.1	.1	30.2
55313	4	.4	.5	30.6
55315	1	.1	.1	30.7
55316	9	1.1	1.1	31.8
55317	5	.6	.6	32.4
55318	4	.5	.5	32.9
55319	3	.3	.3	33.2
55321	1	.1	.1	33.4
55327	3	.3	.3	33.7
55328	3	.3	.3	34.0
55330	7	.8	.8	34.9
55331	4	.4	.5	35.3
55332	1	.1	.1	35.5
55335	2	.2	.2	35.7
55336	2	.3	.3	35.9
55337	6	.8	.8	36.7

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
55342	1	.1	.1	36.8
55343	4	.4	.5	37.3
55344	1	.1	.1	37.4
55345	3	.3	.3	37.7
55346	3	.4	.4	38.1
55347	4	.5	.5	38.6
55349	2	.3	.3	38.9
55350	2	.3	.3	39.2
55352	3	.4	.4	39.6
55355	4	.4	.5	40.0
55356	1	.1	.1	40.1
55357	1	.1	.1	40.3
55359	1	.1	.1	40.4
55364	3	.4	.4	40.8
55368	2	.3	.3	41.1
55369	3	.4	.4	41.4
55374	4	.4	.5	41.9
55375	4	.5	.5	42.4
55376	2	.2	.2	42.6
55378	1	.1	.1	42.7
55379	9	1.2	1.2	43.9
55382	1	.1	.1	44.0
55385	1	.1	.1	44.2
55387	1	.1	.1	44.3
55388	2	.3	.3	44.6
55391	1	.1	.1	44.7
55396	1	.1	.1	44.8
55402	1	.1	.1	45.0
55403	5	.6	.6	45.5
55404	1	.1	.1	45.6
55405	4	.5	.5	46.1
55406	4	.5	.5	46.6
55407	8	1.0	1.0	47.6
55408	3	.3	.3	48.0
55409	3	.3	.3	48.3
55410	4	.5	.5	48.8
55411	1	.1	.1	48.9
55412	3	.4	.4	49.3
55414	1	.1	.1	49.4
55416	5	.6	.6	50.0

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
55417	2	.3	.3	50.2
55418	7	.8	.8	51.1
55419	2	.2	.2	51.3
55420	1	.1	.1	51.4
55421	1	.1	.1	51.5
55422	3	.3	.3	51.9
55423	6	.7	.7	52.6
55424	1	.1	.1	52.7
55426	11	1.3	1.4	54.1
55427	4	.5	.5	54.6
55428	7	.8	.8	55.4
55429	2	.3	.3	55.7
55430	5	.6	.7	56.3
55431	2	.2	.2	56.5
55432	5	.6	.7	57.2
55433	5	.6	.7	57.8
55434	3	.4	.4	58.2
55435	4	.4	.5	58.7
55436	4	.5	.5	59.2
55437	3	.4	.4	59.6
55438	2	.3	.3	59.9
55439	3	.3	.3	60.2
55441	2	.3	.3	60.4
55442	2	.3	.3	60.7
55443	6	.7	.7	61.4
55444	5	.6	.7	62.1
55446	1	.1	.1	62.1
55447	5	.6	.6	62.7
55448	6	.8	.8	63.5
55449	5	.6	.7	64.2
55603	1	.1	.1	64.3
55604	1	.1	.1	64.4
55606	1	.1	.1	64.5
55706	1	.1	.1	64.6
55710	1	.1	.1	64.7
55719	2	.2	.2	64.9
55723	1	.1	.1	65.1
55725	1	.1	.1	65.1
55731	2	.3	.3	65.4
55744	6	.7	.7	66.1

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
55746	3	.3	.3	66.4
55753	1	.1	.1	66.6
55768	1	.1	.1	66.6
55790	1	.1	.1	66.7
55797	1	.1	.1	66.8
55802	1	.1	.1	66.8
55803	5	.6	.6	67.4
55804	2	.3	.3	67.7
55805	1	.1	.1	67.8
55806	2	.3	.3	68.1
55807	3	.3	.3	68.4
55808	4	.5	.5	68.9
55810	2	.2	.2	69.1
55811	10	1.3	1.3	70.4
55812	2	.3	.3	70.7
55901	9	1.1	1.1	71.8
55902	4	.4	.5	72.2
55904	4	.4	.5	72.7
55906	8	1.0	1.0	73.6
55909	2	.2	.2	73.8
55912	3	.4	.4	74.2
55917	1	.1	.1	74.3
55944	2	.3	.3	74.6
55955	3	.4	.4	75.0
55959	1	.1	.1	75.1
55961	1	.1	.1	75.1
55963	2	.3	.3	75.4
55964	1	.1	.1	75.5
55971	1	.1	.1	75.7
55987	7	.9	.9	76.6
55992	1	.1	.1	76.7
56001	3	.4	.4	77.1
56003	2	.2	.2	77.3
56007	2	.2	.2	77.5
56016	1	.1	.1	77.6
56020	1	.1	.1	77.7
56026	2	.3	.3	78.0
56028	1	.1	.1	78.1
56031	5	.6	.7	78.8
56036	1	.1	.1	78.9

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
56042	1	.1	.1	79.0
56044	1	.1	.1	79.1
56051	1	.1	.1	79.1
56057	3	.4	.4	79.5
56058	3	.3	.3	79.8
56062	1	.1	.1	80.0
56069	1	.1	.1	80.0
56071	3	.3	.3	80.4
56073	2	.3	.3	80.6
56074	3	.3	.3	80.9
56081	1	.1	.1	81.1
56085	1	.1	.1	81.2
56093	4	.5	.5	81.7
56097	1	.1	.1	81.8
56098	3	.4	.4	82.2
56101	2	.3	.3	82.5
56114	1	.1	.1	82.6
56122	1	.1	.1	82.7
56138	1	.1	.1	82.8
56156	5	.6	.7	83.5
56157	1	.1	.1	83.5
56159	1	.1	.1	83.6
56164	1	.1	.1	83.7
56172	1	.1	.1	83.9
56187	6	.8	.8	84.6
56201	1	.1	.1	84.8
56215	1	.1	.1	84.9
56221	1	.1	.1	85.0
56223	1	.1	.1	85.1
56237	1	.1	.1	85.2
56258	2	.3	.3	85.4
56265	6	.8	.8	86.2
56267	2	.3	.3	86.5
56283	1	.1	.1	86.6
56284	1	.1	.1	86.7
56296	2	.2	.2	86.9
56301	2	.2	.2	87.1
56303	5	.6	.6	87.7
56304	2	.3	.3	88.0
56308	6	.8	.8	88.7

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
56315	1	.1	.1	88.9
56319	1	.1	.1	88.9
56329	3	.3	.3	89.3
56330	1	.1	.1	89.4
56358	1	.1	.1	89.5
56362	3	.3	.3	89.9
56367	4	.4	.5	90.3
56368	1	.1	.1	90.4
56369	1	.1	.1	90.6
56374	1	.1	.1	90.7
56375	1	.1	.1	90.8
56377	4	.4	.5	91.2
56379	3	.4	.4	91.6
56401	3	.3	.3	91.9
56438	2	.2	.2	92.1
56441	1	.1	.1	92.2
56442	1	.1	.1	92.3
56443	1	.1	.1	92.4
56444	2	.2	.2	92.6
56465	1	.1	.1	92.7
56466	1	.1	.1	92.8
56468	2	.2	.2	93.0
56470	2	.3	.3	93.3
56475	1	.1	.1	93.4
56479	2	.2	.2	93.6
56515	1	.1	.1	93.7
56537	7	.9	.9	94.6
56547	1	.1	.1	94.7
56549	2	.3	.3	95.0
56552	1	.1	.1	95.1
56560	6	.8	.8	95.9
56572	1	.1	.1	96.0
56574	1	.1	.1	96.1
56575	1	.1	.1	96.2
56584	1	.1	.1	96.3
56587	1	.1	.1	96.4
56601	2	.3	.3	96.6
56621	1	.1	.1	96.7
56634	1	.1	.1	96.9
56636	1	.1	.1	97.0

QG2 ZIP CODE (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
56644	1	.1	.1	97.1
56649	4	.5	.5	97.7
56651	1	.1	.1	97.8
56683	2	.2	.2	98.0
56701	5	.6	.6	98.6
56710	1	.1	.1	98.7
56713	2	.2	.2	98.9
56716	3	.3	.3	99.2
56721	1	.1	.1	99.3
56722	1	.1	.1	99.5
56723	1	.1	.1	99.6
56728	1	.1	.1	99.7
56737	1	.1	.1	99.9
56757	1	.1	.1	100.0
Total valid	788	98.5	100.0	
DK 88888	4	.5		
RA 99999	8	1.0		
Total missing	12	1.5		
Total	800	100.0		

QG6 YEAR BORN

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1905	1	.1	.1	.1
1909	1	.1	.1	.1
1912	1	.1	.1	.2
1913	3	.3	.3	.5
1914	2	.3	.3	.8
1915	1	.1	.1	.9
1916	3	.3	.3	1.2
1917	3	.3	.3	1.6
1918	1	.1	.1	1.7

QG6 YEAR BORN (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1919	3	.4	.4	2.1
1920	5	.6	.6	2.7
1921	1	.1	.1	2.8
1922	2	.3	.3	3.1
1923	5	.6	.7	3.7
1924	4	.4	.5	4.2
1925	4	.5	.5	4.7
1926	9	1.1	1.1	5.8
1927	7	.9	.9	6.8
1928	12	1.5	1.5	8.3
1929	7	.8	.9	9.1
1930	9	1.2	1.2	10.3
1931	4	.5	.5	10.8
1932	7	.8	.9	11.7
1933	11	1.3	1.4	13.1
1934	7	.8	.9	13.9
1935	3	.4	.4	14.3
1936	8	1.0	1.0	15.3
1937	6	.8	.8	16.1
1938	10	1.3	1.3	17.4
1939	5	.6	.7	18.0
1940	4	.5	.5	18.6
1941	10	1.3	1.3	19.9
1942	10	1.3	1.3	21.2
1943	10	1.3	1.3	22.5
1944	23	2.9	3.0	25.5
1945	14	1.8	1.8	27.3
1946	16	2.1	2.1	29.4
1947	15	1.9	2.0	31.4
1948	22	2.8	2.8	34.2
1949	10	1.3	1.3	35.5
1950	20	2.5	2.6	38.1
1951	11	1.3	1.4	39.4
1952	11	1.4	1.4	40.9
1953	15	1.9	2.0	42.8
1954	15	1.9	2.0	44.8
1955	24	2.9	3.0	47.8
1956	19	2.4	2.4	50.3
1957	11	1.4	1.4	51.7
1958	14	1.7	1.8	53.5

QG6 YEAR BORN (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1959	21	2.6	2.6	56.1
1960	21	2.6	2.7	58.8
1961	24	2.9	3.0	61.8
1962	20	2.5	2.6	64.4
1963	16	2.1	2.1	66.5
1964	19	2.4	2.5	69.0
1965	12	1.5	1.5	70.5
1966	17	2.1	2.2	72.6
1967	17	2.1	2.2	74.8
1968	14	1.8	1.8	76.6
1969	13	1.6	1.6	78.3
1970	18	2.2	2.3	80.6
1971	15	1.9	2.0	82.5
1972	13	1.6	1.6	84.2
1973	12	1.5	1.6	85.8
1974	11	1.3	1.4	87.1
1975	7	.8	.9	88.0
1976	8	1.0	1.0	89.0
1977	12	1.5	1.6	90.6
1978	11	1.3	1.4	92.0
1979	20	2.5	2.6	94.6
1980	14	1.7	1.8	96.3
1981	12	1.5	1.5	97.8
1982	17	2.1	2.2	100.0
Total valid	782	97.7	100.0	
DK 8888	2	.3		
RA 9999	16	2.1		
Total missing	18	2.3		
Total	800	100.0		

AGE **AGE OF RESPONDENT**

Value	Frequency	Percent	Valid Percent	Cumulative Percent
18	17	2.1	2.2	2.2
19	12	1.5	1.5	3.7
20	14	1.7	1.8	5.4
21	20	2.5	2.6	8.0
22	11	1.3	1.4	9.4
23	12	1.5	1.6	11.0
24	8	1.0	1.0	12.0
25	7	.8	.9	12.9
26	11	1.3	1.4	14.2
27	12	1.5	1.6	15.8
28	13	1.6	1.6	17.5
29	15	1.9	2.0	19.4
30	18	2.2	2.3	21.7
31	13	1.6	1.6	23.4
32	14	1.8	1.8	25.2
33	17	2.1	2.2	27.4
34	17	2.1	2.2	29.5
35	12	1.5	1.5	31.0
36	19	2.4	2.5	33.5
37	16	2.1	2.1	35.6
38	20	2.5	2.6	38.2
39	24	2.9	3.0	41.2
40	21	2.6	2.7	43.9
41	21	2.6	2.6	46.5
42	14	1.7	1.8	48.3
43	11	1.4	1.4	49.7
44	19	2.4	2.4	52.2
45	24	2.9	3.0	55.2
46	15	1.9	2.0	57.2
47	15	1.9	2.0	59.1
48	11	1.4	1.4	60.6
49	11	1.3	1.4	61.9
50	20	2.5	2.6	64.5
51	10	1.3	1.3	65.8
52	22	2.8	2.8	68.6
53	15	1.9	2.0	70.6
54	16	2.1	2.1	72.7
55	14	1.8	1.8	74.5
56	23	2.9	3.0	77.5
57	10	1.3	1.3	78.8

AGE **AGE OF RESPONDENT** (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
58	10	1.3	1.3	80.1
59	10	1.3	1.3	81.4
60	4	.5	.5	82.0
61	5	.6	.7	82.6
62	10	1.3	1.3	83.9
63	6	.8	.8	84.7
64	8	1.0	1.0	85.7
65	3	.4	.4	86.1
66	7	.8	.9	86.9
67	11	1.3	1.4	88.3
68	7	.8	.9	89.2
69	4	.5	.5	89.7
70	9	1.2	1.2	90.9
71	7	.8	.9	91.7
72	12	1.5	1.5	93.2
73	7	.9	.9	94.2
74	9	1.1	1.1	95.3
75	4	.5	.5	95.8
76	4	.4	.5	96.3
77	5	.6	.7	96.9
78	2	.3	.3	97.2
79	1	.1	.1	97.3
80	5	.6	.6	97.9
81	3	.4	.4	98.3
82	1	.1	.1	98.4
83	3	.3	.3	98.8
84	3	.3	.3	99.1
85	1	.1	.1	99.2
86	2	.3	.3	99.5
87	3	.3	.3	99.8
88	1	.1	.1	99.9
91	1	.1	.1	99.9
95	1	.1	.1	100.0
Total valid	782	97.7	100.0	
MissingDK/RA 99	18	2.3		
Total	800	100.0		

QG11 NUMBER OF PERSONS IN HOUSEHOLD

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
	1	85	10.6	10.7	10.7
	2	262	32.8	33.0	43.7
	3	138	17.3	17.4	61.1
	4	167	20.8	21.0	82.1
	5	87	10.9	11.0	93.0
	6	28	3.5	3.5	96.5
	7	14	1.7	1.7	98.3
	8	6	.8	.8	99.0
	9	8	1.0	1.0	100.0
	Total valid	795	99.4	100.0	
Missing	RA 99	5	.6		
Total		800	100.0		

QG11A NUMBER OF PERSONS IN HOUSEHOLD UNDER 18

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
	0	359	44.9	51.0	51.0
	1	121	15.1	17.2	68.1
	2	139	17.4	19.8	87.9
	3	62	7.7	8.7	96.7
	4	19	2.4	2.8	99.4
	5	3	.4	.4	99.9
	6	1	.1	.1	100.0
	Total valid	705	88.1	100.0	
	RA 99	10	1.2		
	System	85	10.6		
	Total missing	95	11.9		
Total		800	100.0		

QG15 # OF PEOPLE CONTRIBUTED TO 1999 HH INCOME

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1	164	20.5	25.0	25.0
2	422	52.8	64.3	89.3
3	55	6.9	8.4	97.7
4	8	1.0	1.2	98.9
5	7	.9	1.1	100.0
Total valid	656	82.1	100.0	
DK 88	3	.3		
RA 99	1	.1		
System	141	17.6		
Total missing	144	17.9		
Total	800	100.0		

APPENDIX C

DEFINITIONS OF CONSTRUCTED VARIABLES

Certain variables have been constructed for the convenience of the user, and to aid interpretations of the variables used in this survey to summarize multi-variable composites, such as the respondent's employment status or household size. In this Appendix, the variables are operationally defined, and the SPSS Windows statements are presented which were used to construct each variable. The distributions for these variables are presented in Chapter 2 of this report.

AGE Age of respondent in years (uncollapsed). This variable was constructed by subtracting the respondent's year of birth from 2000. Those who refused to give their year of birth were assigned a value of 99 and defined as missing.

```
COMPUTE AGE = 2000 - QG6.
IF (QG6 = 8888 OR QG6 = 9999)AGE = 99.
VARIABLE LABELS AGE 'AGE OF RESPONDENT'.
VALUE LABELS AGE 99 'DK/RA'.
MISSING VALUES AGE (99).
FORMAT AGE (F2.0).
```

AGEMD Age of respondent in years, collapsed into 6 midpoint categories. This variable recodes AGE so that 18 through 24 year olds are in group 1, 25 through 34 year olds are in group 2, 35 through 44 year olds are in group 3, 45 through 54 year olds are in group 4, 55 through 64 year olds are in group 5, and those 65 and older are in group 6. Those refusing to give their ages were assigned to category 99.

```
COMPUTE AGEMD=AGE.
RECODE AGEMD (LO THRU 24=1) (25 THRU 34=2) (35 THRU 44=3)
        (45 THRU 54=4) (55 THRU 64=5) (65 THRU 98=6) (99=99).
VARIABLE LABELS AGEMD 'AGE OF RESPONDENT, GROUPED'.
VALUE LABELS AGEMD 1 '18 - 24' 2 '25 - 34' 3 '35 - 44' 4 '45 - 54' 5 '55 - 64'
        6 '65 and older' 99 'DK/RA'.
MISSING VALUES AGEMD(99).
FORMAT AGEMD (F2.0).
```

RACE Respondent's self-reported racial or ethnic background. The original variable G8 was recoded into White and Black, and the remaining individuals are combined into an 'other' category.

```
COMPUTE RACE = QG8.
RECODE RACE (1=1) (3=2) (2,4,5 THRU 7=3) (8,9=9).
VARIABLE LABELS RACE 'RACE OF RESPONDENT'.
VALUE LABELS RACE 1 'White' 2 'Black' 3 'Other' 9 'DK/RA'.
MISSING VALUES RACE (9).
FORMAT RACE (F1.0).
```

GENDER Gender of respondent. This variable is merely the G16 variable set to a new name for the convenience of the datafile users.

```
COMPUTE GENDER = QG16.
VARIABLE LABELS GENDER 'RESPONDENT'S GENDER'.
VALUE LABELS GENDER 1 'Male' 2 'Female'.
FORMAT GENDER (F1.0).
```

EDUC Educational level of respondent. This variable is merely the G7 variable set to a new name for the convenience of the data file users.

```
COMPUTE EDUC = QG7.
RECODE EDUC (88,99=99).
VARIABLE LABELS EDUC 'RESPONDENT'S LEVEL OF EDUCATION'.
VALUE LABELS EDUC  01 'Less than HS' 02 'Some HS' 03 'HS graduate'
        04 'Some tech school' 05 'Tech school grad' 06 'Some college'
        07 'College graduate' 08 'Postgrad/prof degree' 09 'Other' 99 'DK/RA'.
MISSING VALUES EDUC (99).
FORMAT EDUC (F2.0).
```

MARSTAT Marital status of respondent. This variable is merely the G5 variable set to a new name for the convenience of the data file users.

```
COMPUTE MARSTAT = QG5.
RECODE MARSTAT (8,9=9).
VARIABLE LABELS MARSTAT 'MARITAL STATUS OF RESPONDENT'.
VALUE LABELS MARSTAT 1 'Married' 2 'Single' 3 'Divorced' 4 'Separated'
        5 'Widowed' 9 'DK/RA'.
MISSING VALUES MARSTAT (9).
FORMAT MARSTAT (F1.0).
```

WKSTATUS Respondent's employment status. This variable was constructed from the working variables G10, G10a, and G10b1 through G10b4 and is prioritized so that those respondents who have more than one status, for example, women who have a part time job and who are housewives, are assigned to the working category status as opposed to the housewife (or retiree, student...) category. Full-time workers are in WKSTATUS value 1; part-time workers are in WKSTATUS value 2; those who are unemployed are in WKSTATUS value 3; individuals who are students and retirees and do not have paying jobs are in WKSTATUS values 4 and 5, respectively. Individuals who are homemakers and who do not have paying jobs outside the home are in WKSTATUS value 6.

```
COMPUTE WKSTATUS = 9.
IF (QG10 = 1 AND QG10A <=2)WKSTATUS = QG10A.
IF (QG10 = 2 AND QG10B4 = 1)WKSTATUS = 6.
IF (QG10 = 2 AND QG10B1 = 1)WKSTATUS = 5.
IF (QG10 = 2 AND QG10B3 = 1)WKSTATUS = 4.
IF (QG10 = 2 AND QG10B2 = 1)WKSTATUS = 3.
IF (QG10 = 8) WKSTATUS = 9.
IF (QG10 = 9) WKSTATUS = 9.
IF (QG10 = 2 AND QG10B1 > 2 AND QG10B2 > 2 AND QG10B3 > 2 AND
      QG10B4 > 2) WKSTATUS = 9.
VARIABLE LABELS WKSTATUS 'WORK STATUS OF RESPONDENT'.
VALUE LABELS  WKSTATUS  1 'Worked full time' 2 'Worked part time'
            3 'Unemployed' 4 'Student' 5 'Retired' 6 'Homemaker' 9 'DK/RA'.
MISSING VALUES WKSTATUS (9).
FORMAT WKSTATUS (F1.0).
```

PARTYID Political party identification of respondent. This variable indicates strength of political affilitation as well as party identification. It represents a composite of questions G9a, G9b, and G9c.

```
COMPUTE PARTYID = 0.
IF (QG9A = 1) PARTYID=7.
IF (QG9A = 2) PARTYID=6.
IF (QG9C = 1) PARTYID=5.
IF (QG9C = 3) PARTYID=4.
IF (QG9C = 2) PARTYID=3.
IF (QG9B = 2) PARTYID=2.
IF (QG9B = 1) PARTYID=1.
IF (QG9A=8 OR QG9A=9 OR QG9B=8 OR QG9B=9 OR QG9C=8 OR QG9C=9)
        PARTYID=9.
VARIABLE LABELS PARTYID 'POLITICAL IDENTIFICATION'.
VALUE LABELS PARTYID 1 'Strong Dem' 2 'Weak Dem' 3 'Indep Dem'
        4 'Indep Ind' 5 'Indep Rep' 6 'Weak Rep' 7 'Strong Rep' 9 'Apolitical'.
MISSING VALUES PARTYID (9)
FORMAT PARTYID (F1.0).
```

PARTY This is the recoded version of the political party identification variable PARTYID. The Democratic category includes Independents who think of themselves as closer to the Democratic party as well strong and weak Democrats. A comparable procedure is followed for the Republican category. The only people who remain in the Independent category are those individuals who do not think of themselves as close to either of the major political parties.

```
COMPUTE PARTY = 9.
IF (PARTYID = 7 OR PARTYID = 6 OR PARTYID = 5) PARTY=3.
IF (PARTYID = 1 OR PARTYID = 2 OR PARTYID = 3) PARTY=1.
IF (PARTYID = 4) PARTY = 2.
VARIABLE LABELS PARTY 'POLITICAL PARTY, GROUPED'.
VALUE LABELS PARTY 1 'Democratic' 2 'Independent' 3 'Republican' 9 'Apolitical'.
MISSING VALUES PARTY (9).
FORMAT PARTY (F1.0).
```

HHCOMP This variable is constructed from the marital status of the respondent and the number of children reported living in the household. Respondents who were married, and had children living in the home were assigned a value of 1. Those who were married, and had no children living in the home were assigned a value of 2. Individuals who were divorced, separated, widowed, or single, and who had children in the home were assigned a value of 3. Singles without children were assigned a 4.

```
COMPUTE TEMPVAR = QG5.
COMPUTE TEMPVAR2 = QG11A.
RECODE TEMPVAR (3,4,5 = 2)/TEMPVAR2 (SYSMISS=0).
IF ((TEMPVAR = 1) AND (TEMPVAR2 = 0))HHCOMP = 2.
IF ((TEMPVAR = 1) AND ((TEMPVAR2 GE 1) AND
        (TEMPVAR2 LT 88)))HHCOMP = 1.
IF ((TEMPVAR = 2) AND (TEMPVAR2 = 0))HHCOMP = 4.
IF ((TEMPVAR = 2) AND ((TEMPVAR2 GE 1) AND
        (TEMPVAR2 LT 88)))HHCOMP = 3.
IF (TEMPVAR GE 8)HHCOMP = 9.
IF (TEMPVAR2 GE 88)HHCOMP = 9.
MISSING VALUES HHCOMP (9).
VARIABLE LABELS HHCOMP 'HOUSEHOLD COMPOSITION'.
VALUE LABELS HHCOMP 1 'Married, kids' 2 'Married, no kids'
        3 'Single parent' 4 'Single, no kids' 9 'DK/RA'.
FORMAT TEMPVAR HHCOMP (F2.0).
```

HHSIZE The total number of people reported to be living in the household. This variable is derived from G11, and recoded so that the value 3 represents households with 3 or 4 persons living in the household, and value 4 represents those households in which more than 4 persons live.

```
COMPUTE HHSIZE = QG11.
RECODE HHSIZE (3,4 = 3)(5 THRU 87 = 4)(88,99 = 9).
VARIABLE LABELS HHSIZE 'HOUSEHOLD SIZE'.
VALUE LABELS HHSIZE 1 'One person' 2 'Two people' 3 '3 or 4 people'
        4 '5 or more people' 9 'DK/RA'.
MISSING VALUES HHSIZE (9).
FORMAT HHSIZE (F2.0).
```

NADULTS The number of adult members living in the respondent's household, including him/her self. This variable was constructed by taking the total number of individuals living in the household (G11), and subtracting the total number of children (18 or younger) reported to be living in the household (G11a). Since this variable was used in the construction of the weighting variable, the few missing cases were assigned to the 1 category.

```
COMPUTE TEMPVAR = QG11A.
RECODE TEMPVAR (88,99, SYSMISS = 0).
COMPUTE NADULTS = QG11 - TEMPVAR.
IF (QG11 GE 88) NADULTS = 1.
VARIABLE LABELS NADULTS 'NUMBER OF ADULTS IN HOUSEHOLD'.
FORMAT NADULTS (F2.0).
```

NKIDS The number of household members who are under 18 years of age. This variable is merely the G11a variable set to a new name for the convenience of the data file users.

```
COMPUTE NKIDS = QG11A.
RECODE NKIDS (SYSMISS = 0)(88,99 = 99).
VARIABLE LABELS NKIDS 'NUMBER OF CHILDREN IN HOUSEHOLD'.
VALUE LABELS NKIDS 99 'DK/RA'.
MISSING VALUE NKIDS(99).
FORMAT NKIDS (F2.0).
```

INCOME Reported household income level for 1999. This variable represents a composite of questions G13 through G13b. The categories of INCOME are those under G13a and G13b.

```
COMPUTE INCOME = 99.
COMPUTE TEMPVAR = QG13A.
COMPUTE TEMPVAR2 = QG13B.
RECODE TEMPVAR (1=8) (2=9) (3=10) (4=11) (5=12) (6=13) (8=99) (9=99)/
        TEMPVAR2 (8=99)(9=99).
IF (QG13 = 1)INCOME = TEMPVAR.
IF (QG13 = 2)INCOME = TEMPVAR2.
RECODE INCOME (88,99=99).
VARIABLE LABELS INCOME 'HOUSEHOLD INCOME'.
VALUE LABELS INCOME 1 'Under $5,000' 2 '$5 to 10,000' 3 '$10 to 15,000'
        4 '$15 to 20,000' 5 '$20 to 25,000' 6 '$25 to 30,000'
        7 '$30 to 35,000' 8 '$35 to 40,000' 9 '$40 to 50,000'
        10 '$50 to 60,000' 11 '$60 to 70,000' 12 '$70 to 80,000'
        13 '$80,000 or more' 99 'DK/RA'.
MISSING VALUES INCOME (99).
FORMAT INCOME (F2.0).
```

HHWKSTAT Head of household's employment status. The variable is set equal to WKSTATUS if G12 is 1, that is, the respondent contributed most to the household income. If someone else contributed most to the household income, HHWKSTAT is calculated in the same way as WKSTATUS except using the variables G12a, G12a-1, and G12a-2a through G12a-2d.

```
COMPUTE HHWKSTAT = 9.
COMPUTE TEMPVAR = QG12.
RECODE TEMPVAR (SYSMISS=1).
IF (QG12A = 1 AND QG12A1 = 1)HHWKSTAT = 1.
IF (QG12A = 1 AND QG12A1 = 2)HHWKSTAT = 2.
IF (QG12A < > 1 AND QG12A2D = 1)HHWKSTAT = 6.
IF (QG12A < > 1 AND QG12A2A = 1)HHWKSTAT = 5.
IF (QG12A < > 1 AND QG12A2C = 1)HHWKSTAT = 4.
IF (QG12A < > 1 AND QG12A2B = 1)HHWKSTAT = 3.
IF (TEMPVAR = 1 AND NOT MISSING(WKSTATUS))HHWKSTAT=WKSTATUS.
VARIABLE LABELS HHWKSTAT 'HEAD OF HOUSEHOLD EMPLOYMENT
        STATUS'.
VALUE LABELS HHWKSTAT 1 'Worked full time' 2 'Worked part time'
        3 'Unemployed' 4 'Student' 5 'Retired' 6 'Homemaker' 9 'DK/RA'.
MISSING VALUES HHWKSTAT (9).
FORMAT HHWKSTAT (F1.0).
```

CITY City where the respondent lives. This is a recoded version of zip code, so it is only an approximation of actual city of residence.

```
COMPUTE CITY = 3.
IF (QG2 = 55401 OR QG2 = 55402 OR QG2 = 55403 OR QG2 = 55404 OR
        QG2 = 55405 OR QG2 = 55406 OR QG2 = 55407 OR QG2 = 55408
        OR QG2 = 55409 OR QG2 = 55410 OR QG2 = 55411 OR
        QG2 = 55412 OR QG2 = 55413 OR QG2 = 55414 OR QG2 = 55415
        OR QG2 = 55416 OR QG2 = 55417 OR QG2 = 55418 OR
        QG2 = 55419 OR QG2 = 55454 OR QG2 = 55455 OR QG2 = 55440)
        CITY=1.
IF (QG2 = 55101 OR QG2 = 55102 OR QG2 = 55103 OR QG2 = 55104 OR
        QG2 = 55105 OR QG2 = 55106 OR QG2 = 55107 OR QG2 = 55108
        OR QG2 = 55116 OR QG2 = 55117 OR QG2 = 55119) CITY=2.
IF (QG2 = 88888 OR QG2 = 99999) CITY=9.
VARIABLE LABELS CITY 'CITY WHERE RESPONDENT LIVES'.
VALUE LABELS CITY 1 'Minneapolis' 2 'St Paul' 3 'Other' 9 'DK/RA'.
MISSING VALUES CITY (9).
FORMAT CITY (F2.0).
```

COUNTY County in which the respondent reports living. COUNTY is an unrecoded duplicate of question G1.

```
COMPUTE COUNTY = QG1.
RECODE COUNTY (88=99).
VARIABLE LABELS COUNTY 'COUNTY OF RESIDENCE'.
VALUE LABELS COUNTY 1 'Aitkin' 2 'Anoka' 3 'Becker' 4 'Beltrami' 5 'Benton'
        6 'Big Stone' 7 'Blue Earth' 8 'Brown' 9 'Carlton' 10 'Carver' 11 'Cass'
        12 'Chippewa' 13 'Chisago' 14 'Clay' 15 'Clearwater' 16 'Cook'
        17 'Cottonwood' 18 'Crow Wing' 19 'Dakota' 20 'Dodge'
        21 'Douglas' 22 'Faribault' 23 'Fillmore' 24 'Freeborn' 25 'Goodhue'
        26 'Grant' 27 'Hennepin' 28 'Houston' 29 'Hubbard' 30 'Isanti'
        31 'Itasca' 32 'Jackson' 33 'Kanabec' 34 'Kandiyohi' 35 'Kittson'
        36 'Koochiching' 37 'Lac Qui Parle' 38 'Lake' 39 'Lake of the Woods'
        40 'Le Sueur' 41 'Lincoln' 42 'Lyon' 43 'McLeod' 44 'Mahnomen'
        45 'Marshall' 46 'Martin' 47 'Meeker' 48 'Mille Lacs' 49 'Morrison'
        50 'Mower' 51 'Murray' 52 'Nicoller' 53 'Nobles' 54 'Norman'
        55 'Olmsted' 56 'Ottertail' 57 'Pennington' 58 'Pine' 59 'Pipestone'
        60 'Polk' 61 'Pope' 62 'Ramsey' 63 'Red Lake' 64 'Redwood'
        65 'Renville' 66 'Rice' 67 'Rock' 68 'Roseau' 69 'St Louis' 70 'Scott'
        71 'Sherburne' 72 'Sibley' 73 'Stearns' 74 'Steele' 75 'Stevens'
        76 'Swift' 77 'Todd' 78 'Traverse' 79 'Wabasha' 80 'Wadena'
        81 'Waseca' 82 'Washington' 83 'Watonwan' 84 'Wilkin' 85 'Winona'
        86 'Wright' 87 'Yellow Medicine'.
FORMAT COUNTY (F2.0).
```

DDREGION Development District or Financial Planning Region in the State of Minnesota. The state is divided geographically into 13 regions, where district 11 represents the seven county metro area. The variable is constructed through recoding the variable COUNTY into the appropriate region. Non-responses to the county variable were assigned a missing code of 99.

```
COMPUTE DDREGION=COUNTY.
RECODE DDREGION (35,45,54,57,60,63,68=1) (4,15,29,39,44=2)
        (1,9,16,31,36,38,69,72=3) (3,14,21,26,56,61,75,78,84=4)
        (11,18,49,77,80=5) (34,43,47,65=6) (6,12,37,76,87=7)
        (13,30,33,48,58=8) (5,71,73,86=9) (17,32,41,42,51,53,59,64,67=10)
        (7,8,22,40,46,52,71,81,83=11) (20,23,24,25,28,50,55,66,74,79,85=12)
        (2,10,19,27,62,70,82=13).
VARIABLE LABELS DDREGION 'DEVELOPMENT DISTRICT REGION'.
VALUE LABELS DDREGION 1 'District 1' 2 'District 2' 3 'District 3' 4 'District 4'
        5 'District 5' 6 'District 6E' 7 'District 6W' 8 'District 7E'
        9 'District 7W' 10 'District 8' 11 'District 9' 12 'District 10'
        13 'District 11'.
FORMAT DDREGION (F2.0).
```

GEOREGN Geographic area of household. Recoded version of the variable DDREGION, so the state is broken up into six areas, as follows: Northwest (regions 1,2); Northeast (region 3); Central (regions 4 through 7W); Southwest (regions 8,9); Southeast (region 10); Metro (region 11).

```
COMPUTE GEOREGN=DDREGION.
RECODE GEOREGN (1,2=1) (3=2) (4 THRU 9=3) (10,11=4) (12=5) (13=6).
VARIABLE LABELS GEOREGN 'GEOGRAPHIC REGION OF MINNESOTA'.
VALUE LABELS GEOREGN 1 'Northwest' 2 'Northeast' 3 'Central' 4 'Southwest'
        5 'Southeast' 6 'Metro'.
FORMAT GEOREGN (F1.0).
```

METRO Respondent's area of residence is in the Twin Cities Metro Area or outside the metro area. Respondents living in DDREGION code (13), actually District #11, were assigned to value 2, Twin Cities area residents, while others were assigned to value 1.

```
COMPUTE METRO=DDREGION.
RECODE METRO (13=2) (99=9) (ELSE=1).
VARIABLE LABELS METRO 'GREATER MN OR TWIN CITIES AREA'.
VALUE LABELS METRO 1 'Greater Minnesota' 2 'Twin Cities area'.
FORMAT METRO (F1.0).
```

WGHT Case-weighting factor to adjust for household size bias in the final sample of completed interviews. This variable weights each respondent's representation in the sample according to the number of adult members living in the household, with the purpose being to downweight respondents living in one-adult households, and upweight those living in two or more person households. The weighting factor was derived by looking at a frequency distribution of NADULTS in UNWEIGHTED form, and making the following computation:

VALUE		FREQUENCY (n)		PRODUCT
1	x	n	=	n
2	x	n	=	nn
3	x	n	=	nnn
4	x	n	=	nnnn
5	x	n	=	nnnnn
6	x	n	=	nnnnnn
7	x	n	=	nnnnnnn
		SUM		nnnnnnnnn

Weighting factor = sampling size (800)/sum of NADULTS.

For the MSS sample the weighting factor is approximately 0.5128205. Each respondent is assigned a case weight by multiplying his/her value of NADULTS by this weighting factor. This is accomplished in SPSS-PC by the following statements:

```
COMPUTE WGHT=(NADULTS * 800/1560).
VARIABLE LABELS WGHT 'CASE-WEIGHTING FACTOR'.
WEIGHT BY WGHT.
FORMAT WGHT (F17.16).
```

APPENDIX D

ADMINISTRATIVE VARIABLES

CDOC DATE INTERVIEW COMPLETED

Value	Frequency	Percent	Valid Percent	Cumulative Percent
10/18/00	6	.8	.8	.8
10/19/00	6	.7	.7	1.5
10/21/00	7	.9	.9	2.4
10/22/00	17	2.2	2.2	4.6
10/23/00	12	1.5	1.5	6.1
10/24/00	32	4.0	4.0	10.1
10/25/00	11	1.4	1.4	11.5
10/26/00	28	3.5	3.5	15.0
10/28/00	10	1.3	1.3	16.3
10/29/00	14	1.8	1.8	18.1
10/30/00	20	2.5	2.5	20.6
10/31/00	4	.4	.4	21.0
11/01/00	1	.1	.1	21.2
11/02/00	23	2.9	2.9	24.0
11/04/00	4	.4	.4	24.5
11/05/00	8	1.0	1.0	25.4
11/06/00	11	1.4	1.4	26.9
11/07/00	13	1.6	1.6	28.5
11/08/00	10	1.2	1.2	29.7
11/09/00	14	1.7	1.7	31.4
11/11/00	4	.5	.5	31.9
11/12/00	8	1.0	1.0	32.9
11/13/00	8	1.0	1.0	33.9
11/14/00	14	1.8	1.8	35.7
11/15/00	6	.8	.8	36.5
11/16/00	7	.9	.9	37.4
11/17/00	2	.2	.2	37.6
11/18/00	8	1.0	1.0	38.6
11/19/00	10	1.3	1.3	39.9
11/20/00	15	1.9	1.9	41.8
11/21/00	10	1.2	1.2	43.0
11/22/00	3	.4	.4	43.4
11/27/00	14	1.7	1.7	45.1
11/28/00	13	1.7	1.7	46.8
11/29/00	7	.8	.8	47.6
11/30/00	3	.4	.4	48.0
12/02/00	5	.6	.6	48.6
12/03/00	13	1.7	1.7	50.3
12/04/00	15	1.9	1.9	52.1
12/05/00	8	1.0	1.0	53.1

CDOC DATE INTERVIEW COMPLETED (continued)

Value	Frequency	Percent	Valid Percent	Cumulative Percent
12/06/00	9	1.1	1.1	54.2
12/07/00	12	1.5	1.5	55.8
12/08/00	10	1.2	1.2	57.0
12/09/00	9	1.1	1.1	58.1
12/10/00	13	1.7	1.7	59.7
12/11/00	27	3.4	3.4	63.1
12/12/00	19	2.4	2.4	65.5
12/13/00	12	1.5	1.5	67.1
12/14/00	17	2.2	2.2	69.2
12/16/00	12	1.5	1.5	70.8
12/17/00	13	1.7	1.7	72.4
12/18/00	8	1.0	1.0	73.4
12/19/00	4	.4	.4	73.8
01/02/01	6	.7	.7	74.6
01/03/01	6	.7	.7	75.3
01/04/01	17	2.1	2.1	77.4
01/06/01	14	1.7	1.7	79.1
01/07/01	7	.8	.8	79.9
01/08/01	8	1.0	1.0	80.9
01/09/01	8	1.0	1.0	81.9
01/10/01	3	.4	.4	82.3
01/11/01	16	2.1	2.1	84.4
01/13/01	10	1.3	1.3	85.6
01/14/01	6	.8	.8	86.4
01/16/01	7	.9	.9	87.3
01/17/01	7	.9	.9	88.2
01/18/01	24	2.9	2.9	91.2
01/20/01	16	2.1	2.1	93.2
01/21/01	16	2.0	2.0	95.2
01/22/01	12	1.5	1.5	96.7
01/23/01	10	1.3	1.3	98.0
01/24/01	7	.9	.9	98.9
01/25/01	9	1.1	1.1	100.0
Total	800	100.0	100.0	

MONITOR MASTER ID LOG - INTERVIEW MONITORED BY SUPERVISOR

Value	Frequency	Percent	Valid Percent	Cumulative Percent
Yes 1	221	27.6	27.6	27.6
No 2	579	72.4	72.4	100.0
Total	800	100.0	100.0	

CRCON REFUSAL CONVERSION

Value	Frequency	Percent	Valid Percent	Cumulative Percent
Yes 1	119	14.9	14.9	14.9
No 2	681	85.1	85.1	100.0
Total	800	100.0	100.0	

CIID MCSR INTERVIEWER ID NUMBER

Value	Frequency	Percent	Valid Percent	Cumulative Percent
2	26	3.2	3.2	3.2
3	11	1.3	1.3	4.6
5	31	3.8	3.8	8.4
6	27	3.3	3.3	11.7
8	79	9.9	9.9	21.7
9	5	.6	.6	22.2
10	26	3.3	3.3	25.5
12	23	2.9	2.9	28.4
13	16	2.1	2.1	30.4
14	15	1.9	1.9	32.3
16	10	1.2	1.2	33.5
17	14	1.7	1.7	35.3
19	5	.6	.6	35.9
20	22	2.8	2.8	38.7
21	12	1.5	1.5	40.1
26	35	4.4	4.4	44.5
27	4	.4	.4	44.9
28	21	2.6	2.6	47.6
29	16	2.0	2.0	49.6
30	60	7.5	7.5	57.1
31	49	6.1	6.1	63.1
34	11	1.3	1.3	64.5
35	27	3.4	3.4	67.9
36	40	5.0	5.0	72.9
37	31	3.8	3.8	76.7
38	16	2.0	2.0	78.7
39	31	3.8	3.8	82.6
40	72	9.0	9.0	91.6
41	32	4.0	4.0	95.6
43	7	.9	.9	96.5
44	28	3.5	3.5	100.0
Total	800	100.0	100.0	

TIME LENGTH OF INTERVIEW IN MINUTES

Value	Frequency	Percent	Valid Percent	Cumulative Percent
8	3	.4	.4	.4
9	2	.2	.2	.6
10	24	3.0	3.0	3.6
11	31	3.8	3.8	7.4
12	67	8.3	8.3	15.8
13	82	10.2	10.2	26.0
14	101	12.6	12.6	38.5
15	111	13.9	13.9	52.4
16	80	10.0	10.0	62.4
17	81	10.1	10.1	72.5
18	45	5.6	5.6	78.1
19	31	3.8	3.8	82.0
20	49	6.1	6.1	88.1
21	14	1.8	1.8	89.9
22	18	2.3	2.3	92.2
23	16	2.0	2.0	94.2
24	10	1.3	1.3	95.4
25	14	1.7	1.7	97.2
26	3	.4	.4	97.6
27	7	.8	.8	98.4
28	2	.3	.3	98.7
30	3	.4	.4	99.0
31	4	.4	.4	99.5
32	1	.1	.1	99.6
34	1	.1	.1	99.7
40	2	.3	.3	99.9
49	1	.1	.1	100.0
Total	800	100.0	100.0	

CCONT NUMBER OF CONTACTS TO COMPLETE INTERVIEW

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1	180	22.5	22.5	22.5
2	122	15.3	15.3	37.8
3	109	13.6	13.6	51.3
4	90	11.2	11.2	62.6
5	64	7.9	7.9	70.5
6	50	6.2	6.2	76.7
7	33	4.2	4.2	80.9
8	28	3.5	3.5	84.4
9	28	3.5	3.5	87.9
10	18	2.3	2.3	90.2
11	9	1.1	1.1	91.3
12	14	1.7	1.7	93.0
13	9	1.1	1.1	94.1
14	13	1.7	1.7	95.8
15	6	.7	.7	96.5
16	5	.6	.6	97.1
17	2	.3	.3	97.4
18	9	1.1	1.1	98.5
20	4	.4	.4	98.9
21	1	.1	.1	99.0
22	1	.1	.1	99.2
23	1	.1	.1	99.3
24	1	.1	.1	99.4
27	2	.2	.2	99.6
29	1	.1	.1	99.7
30	1	.1	.1	99.7
41	1	.1	.1	99.9
43	1	.1	.1	100.0
Total	800	100.0	100.0	

APPENDIX E

ADMINISTRATIVE FORMS

Appendix E contains brief explanations for the contact record disposition categories and copies of the administrative forms used in MSS 2000. There were two primary administrative forms: the contact record with callback/refusal forms on the back, and the interviewer introduction. Contact records were used to record the time and status of each attempted contact with a respondent, the interviewer ID, and the final disposition of each attempted contact.

YELLOW

INTRODUCTION

MINNESOTA STATE SURVEY 2000

A. Hello, my name is _____. I'm a student calling from the University of Minnesota.

B. We're doing a study about state issues such as quality of life, recreation, and health care issues.

C. I need to talk to the person in your household who is 18 or older and had the most RECENT birthday.

(IF RESPONDENT ASKS, SAY, "It's a method of randomly selecting people within the household.")

D. Your answers will be put with a lot of other people's, so you can't be identified in any way. If there are questions you don't care to answer, we'll skip over them. Okay, let's begin.

(INTERVIEWERS: HOUSEHOLD MEANS WHATEVER THE RESPONDENT THINKS IT MEANS.)

ANSWERING MACHINE MESSAGE

This is _____calling from the University of Minnesota. We're doing a study about state issues such as quality of life, recreation, and health care issues. Your household was selected to participate in our study, and we'll be calling you back another day. Or, to make sure your opinion is counted, you may call us collect at 612-627-4300. Thank you.

2000 MINNESOTA STATE SURVEY

VERIFICATION SCRIPT

A. Hello, my name is _____. I'm a student calling from the University of Minnesota.

B. A few (days/weeks) ago we called and interviewed someone in your household. I'm calling to verify that a member of your household was interviewed on (DATE) by a member of our staff. Could I please speak with that person?

IF KNOWN/NEEDED: The person we interviewed is a (MALE/FEMALE) born in (YEAR).

WHEN CORRECT PERSON IS ON THE PHONE:

C. I'm just calling to verify that you were interviewed on (DATE) by one of our interviewers. The survey was about a number of topics such as quality of life, recreation, and health care issues.

Do you recall this interview?

D. **WHEN VERIFIED:** Thank you very much!

Callback time:

CONTACT RECORD (CATI SURVEY)
MINNESOTA STATE SURVEY 2000

[ID# __ __ __ __]

DATE:	_____	_____
TIME:	_____	_____

Completed	Completed
Partial	Partial
# disc/not working	# disc/not working
Not home phone	Not home phone
Physical / Lang. problem	Physical / Lang. problem
1st Refusal	1st Refusal
2nd Refusal	2nd Refusal
Callback	Callback
Other	Other
Ans Machine - LEFT MSG	Ans Machine - LEFT MSG
Ans Machine - No msg left	Ans Machine - No msg left
No Answer / Busy	No Answer / Busy

INTERVIEWER:	_____	_____
# CONTACTS:	_____	_____

DATE:	_____	_____
TIME:	_____	_____

Completed	Completed
Partial	Partial
# disc/not working	# disc/not working
Not home phone	Not home phone
Physical / Lang. problem	Physical / Lang. problem
1st Refusal	1st Refusal
2nd Refusal	2nd Refusal
Callback	Callback
Other	Other
Ans machine - LEFT MSG	Ans Machine - LEFT MSG
Ans machine - No msg left	Ans Machine - No msg left
No Answer / Busy	No Answer / Busy

INTERVIEWER:	_____	_____
# CONTACTS:	_____	_____

SUPERVISOR: _____

EDITED: Y N BY: _____

(CODER USE ONLY)

ID __ __ __ __

REPAIR OPERATOR

(after 4 NAs or busy):

Dial 1-800-573-1311

Date: ___/___

I-ID ___ ___

Working	01
Not working	02
Business	03
Other (SPEC)	04

_____

_____

TIME START _____

TIME END _____

INTERVIEW IN MIN _____

INTERVIEWER ID# _____

CALLBACK FORM

	Date___/___	Date ___/___	Date___/___	Date___/___
Speak with resp in person?	Yes / No /DK	Yes / No / DK	Yes / No /DK	Yes / No / DK
Respondent is:	F / M / DK	F / M / DK	F / M / DK	F / M / DK
Respondent's name:	_____	_____	_____	_____
Who arranged callback?	Resp / Else	Resp / Else	Resp / Else	Resp / Else
Callback Time:	___:___	___:___	___:___	___:___
Date:	___/___	___/___	___/___	___/___
Was appointment:	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?	Firm/Prob/?
Was resp open/cooperative?	Yes / No / DK	Yes / No / DK	Yes / No / DK	Yes / No / DK

Comments/Information: _____

_____

REFUSAL FORM

Respondent is: Female / Male / DK **Was respondent person who refused?** Yes / No / DK

Person answering phone was: Female / Male / DK **Were they busy or inconvenienced?** Yes / No / DK

When was interview terminated? (*Circle one.*) INTRO A INTRO B INTRO C INTRO D INTRO E

QUESTION #:_____ Other (SPECIFY)_____

What reasons were given for refusal? (*Circle all that apply.*) **What arguments did you use?**

REASON	ARGUMENTS USED
a. NONE (person hung up)	_____
b. Not interested	_____
c. Too busy	_____
d. Too old	_____
e. Has unlisted phone number	_____
f. Bad health; sick	_____
g. Doesn't like surveys	_____
h. Doesn't like phone surveys	_____
i. Doesn't think it's confidential	_____
j. Doesn't know about the topic	_____
k. Doesn't think topic is important	_____
l. Other (SPECIFY_____	_____
_____	_____

Other comments or information:_____

_____

_____

CONTACT RECORD DISPOSITION CATEGORIES

There were 10 possible disposition categories for each contact that was made. A brief explanation for each of these disposition categories is presented below.

Disposition	Explanation
Completed	All questions in the interview schedule were asked.
Partial	The interview began, but was not completed. In such a case, interviewers were instructed to schedule an appointment to finish, and fill out the callback form on the back of the contact record. If a respondent declined to complete the interview, the refusal form was completed.
Disconnected/not working	The number was not in operation.
Not Home Phone	The number was not a residential telephone.
Physical/Language problem	Respondent was reached, but could not complete the interview, for example, because of illness or hearing impairment.
Refusal and Second refusal	The respondent declined to participate, even following appropriate prompts by the interviewer. Interviewers were instructed to complete the refusal form.
Callback	A callback was scheduled. The appointment form was filled out.
Other	Reserved for contingencies not covered by the other dispositions, for example, respondent will call back to MCSR.

Disposition	Explanation
Answering Machine	The first time a respondent's answering machine was reached, the interviewer left a message stating the nature of the survey and that she or he would receive another call from MCSR. The message also suggested that the respondent call MCSR to ensure inclusion of her or his opinion. No message was left on subsequent answering machine contacts.
No Answer/Busy	All attempts during a shift resulted in the phone ringing six times without being answered; or every attempt to contact the person during the shift resulted in a busy signal. If the respondent could not be contacted on a minimum of 6 separate shifts, the telephone number was eliminated.

STATEMENT OF PROFESSIONAL ETHICS

All interviewers working for the Minnesota Center for Survey Research (MCSR) are expected to understand that their professional activities are directed and regulated by the following statements of policy:

All research projects conducted at MCSR have received approval from the University's Committee on the Rights of Human Subjects. When study findings are made available, the utmost care is taken to ensure that no data are released that would permit any respondent to be identified.

Interviewers perform a professional function when they obtain information from individuals. Interviewers are expected to maintain professional ethical standards of confidentiality regarding what they hear in telephone interviews or see in a mail survey form. All information about respondents obtained during the course of research is privileged information; whether it relates to the interview itself or to the respondent's home, family, or activities. This information is confidential and should not be discussed with anyone who is not affiliated with the research project.

In addition, blank survey forms, survey questions, and other survey materials should not be distributed to or discussed with anyone who is not affiliated with the research project.

I hereby agree to abide by the policy statements above, and in signing this statement I testify that I, in fact, agree to abide by and understand the contents of this statement. I also understand that if I fail to abide by the policies presented above, my actions constitute grounds for dismissal.

_____

(Please print name here)

_____ Date_____

(Please sign name here)